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# OPERATION SAFETY PROGRAM

THE GREY COUNTY BOARD OF EDUCATION

1978





FOREWORD

The Ministry of Education is pleased to make available to school boards the Operation Safety Program produced by the Grey County Board of Education.

Thanks are also extended to the members of the Ministry of Education Validation Committee who reviewed the document for up-dating and acknowledgement purposes.

Our thanks also to all the publishers of materials which were incorporated within this document and who have agreed to allow the Ministry to distribute this material at large.

I am confident that this Operation Safety Program will help boards give safety its proper emphasis in all operations and throughout the Curriculum.

John W. Storey,  
Director, Curriculum Branch.

*Ontario Ministry of Education*

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The following persons were involved in the development and validation of this Operation Safety Program —

*Grey County Board of Education:*

R. M. Hall, B. Ph. E., M. Ed., Director of Education  
N. C. Nicholas, M. A., Superintendent of Schools  
G. N. Lessard, Co-ordinator of the Arts  
L. E. McCluskie, B. A., M. Ed., Superintendent of Program

*Writing Team:*

E. Steinacher, Principal, Strathcona Sr. Public School, Chairman, Operation Safety Council  
J. Mann, Principal, Highpoint Elementary School, Chairman, Operation Safety Committee for South Grey  
M. McLeod, Vice-principal, Georgian Bay Secondary School  
W. Cowan, Teacher, John Diefenbaker Secondary School  
D. Brough, Executive Assistant to the Director of Education

*The following members of the Operation Safety Council offered help and advice:*

S. Sgt. M. Gibbons, Owen Sound Police Dep't.  
Constable H. Tighe, Ontario Provincial Police, Mt. Forest Detachment  
J. Nettleton, Trustee  
Tom Peat, Transportation Officer  
Bob Cowan, Acting Co-ordinator of the Arts

*Ministry of Education Validation Committee:*

Pat Curran, Auto Club, Manager of Public Information, Ontario Motor League  
P. J. Farmer, Director, Canada Safety Council  
John Mann, Principal, Grey County Board of Education  
Robert Millette, Education Officer, Curriculum Branch, Chairman  
Sgt. Dennis Robson, Safety Section, Community Services Branch, Ontario Provincial Police  
Christine Sclanders, St. John Ambulance  
Marnie Tufts, Director, Red Cross Youth, Canadian Red Cross  
Nancy Waites Willer, Family Safety Dep't., Ontario Safety League

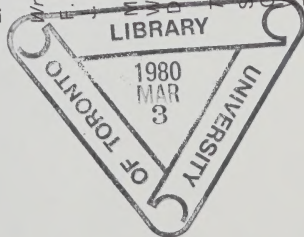




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# OPERATION SAFETY RESOURCE UNITS

## INTRODUCTION

The Operation Safety Resource Units book is designed to serve as a series of resource units and is intended to fulfill a three-fold purpose:

- (1) To stimulate principals to take action in encouraging an adequate safety program in the schools;
- (2) To motivate teachers to provide safety instruction; and
- (3) To arouse the interest of each student to become aware of the potential hazards and influence him/her to make proper adjustments to his/her environment in order to avoid or prevent accidents.

These units are intended to serve as a resource for teachers and can serve as a base upon which the principal and teachers could co-ordinate the school's safety program. It has been designed in such a way that the topics covered can be easily correlated with other subjects. Each topic is treated on a K-13 basis and the strategies to be used in achieving the objective for each topic can be readily adapted to different age and development levels.

**Note:** The term "program" appears periodically in the book. This should not be misconstrued as "the program for Grey County." It is designed as a resource and should be used to complement the safety component of existing areas of study.

## ACKNOWLEDGEMENTS

We acknowledge with appreciation permission to incorporate sections from the Curriculum Guidelines (K-6) published by the National Safety Education, U.S.A., edited by Dr. Bernard Loft, director of the Centre for Safety and Traffic Education, Indiana University, Bloomington, Indiana.

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— Principal of Strathcona Senior Public School and Chairman of the Operation Safety Council

Mr. J. Mann

— Principal of Highpoint Elementary School and Chairman of the Operation Safety Committee for South Grey

Mr. M. McLeod

— Vice-Principal of Georgian Bay Secondary School

Mr. W. Cowan

— Teacher at John Diefenbaker Secondary School

Mr. D. Brough

— Executive Assistant to the Director of Education and Education Centre Contact for the Operation Safety Council and Committees

Appreciation is extended to the members of the Operation Safety Council for their help and advice in preparing the resource units.

S. Sgt. M. Gibbons      Owen Sound Police Department

Constable H. Tighe      Ontario Provincial Police, Mt. Forest Detachment

Mr. W. Nettleton      Trustee

Mr. Tom Peat      Transportation Officer

Mr. Bob Cowan      Acting Co-ordinator of The Arts

Thanks is also due to Mr. L. E. McCluskie, Superintendent of Program, for his guidance and support through the continuing process of developing this program.

It is recognized that there may be a wide divergence of opinion regarding certain suggested activities, but the suggestions which have been included are based on a comprehensive analysis of current facts and research.

**Note:** The following has been published in "National Safety Education";

Curriculum Guidelines (K-6). Permission has been granted to reproduce it here.

## TO THE PRINCIPAL

From the administrative standpoint, safety involves two aspects: 1) the control and guarding of environmental hazards so that students cannot be injured by hazards which they may not even be able to recognize, let alone control; and 2) instruction, carefully geared to the student's maturity, so that he may learn to recognize and avoid or manipulate environmental hazards and his own behavior in relation to such hazards. Building such awareness assumes the development of a wholesome and outgoing personality, so the individual sees himself and others as persons worthy of being kept safe. Safety education and accident prevention for the purpose of conservation of human and material resources is certainly a prime function of formal education.

On the following pages standards of safety relative to the various areas of a school facility are mentioned so that principals and teachers will utilize them in an effort to provide a greater element of safety for the student.



## ADMINISTRATIVE TASKS

Prior to organizing a safety program, many items must be considered if the program is to move smoothly. The following are recommended:

1. Delegate responsibility to one staff person to coordinate the safety program for the school.
2. Develop uniform, systematic drills for all anticipated emergencies.
3. Coordinate the school district's emergency preparedness plan with that of the local community.
4. Coordinate school security procedures with local enforcement agencies, particularly during extra-curricular activities.
5. Develop methods to coordinate, disseminate and promote the acceptance of the school's emergency plan by employees, students, parents and the community.
6. Develop a procedure for periodic evaluation and updating of the school's emergency plans.
7. Maintain a comprehensive student and staff accident reporting and record-keeping system.
8. Develop a regular, periodic and intermittent safety inspection plan, including follow-up and correction.

## BUS TRANSPORTATION

Bus transportation is currently being used on many types of trips in addition to those to and from school. Using buses for educational tours, athletic trips, etc., introduces a special need for safeguards to protect pupils. Good programs should include:

1. Safe vehicles that meet current standards found in 'Manual for School Bus Operations', Ministry of Transportation and Communications.
2. Supply of a sufficient number of vehicles so as to prevent overloading and requiring additional daily trips by the buses.
3. Maintenance of vehicles in a safe operating condition which requires inspection daily by the operators and more complete inspections by highly trained personnel at regular intervals.

## EVACUATION AND TAKE COVER PLANS

Certain conditions require evacuation of the building; others require using the facility for protection. Evacuation plans fall into two categories: (1) leaving the building for a temporary period of time as in cases of fire drills and bomb scares; and (2) leaving the building and returning home, in cases of severe weather warnings (e.g., heavy snow, hurricanes, etc.). For fire drills and bomb scares, the following guidelines are recommended:

1. Fire drill procedures should include instruction in understanding signals, exits to use, procedures for leaving the room, areas (and safe distance from building) in which to assemble, methods of checking attendance of students after evacuation, and procedures for returning to the building.

2. Students should be instructed as to alternate routes if regular exits are blocked by debris or flames.
3. Principals are to comply with Board Procedures concerning the number of fire drills conducted during the school year.
4. The fire alarm system must be in working order and tested periodically. It should be distinguishable from normal bells and loud enough to be heard in all sections of the building. If the main alarm system is inoperable there must be a backup system. The controls for the fire alarm system should be located in various accessible spots throughout the building and plainly marked for identification.
5. Instruction in procedures for evacuating the classroom must be repeated at various intervals to ensure mastery by the students.
6. There should be standard procedures for notifying the fire department. If the school alarm is not hooked directly into the fire department, the principal or a specified assistant should be responsible for making the call.
7. All personnel in the building should know how to use internal fire-fighting equipment.

Under emergency conditions, students should be returned to their homes in accordance with the steps outlined in Board Procedures.

Take-cover plans will be those as established with the Emergency Measures Organization.

## ILLNESS-ACCIDENT

The school health service plays a very important role in the life of a student. The school will provide a healthy environment for the student, and the health service can aid in reducing the severity of accident and the spread of infectious diseases, helping the student become self-sufficient in caring for himself, and teaching him to practise good health habits.

In addition, the health service can make early detection of problems in hearing, vision and other physical defects that may impair a child's reaction to environmental hazards.

The health service of a school should:

1. Include a first aid room.
2. Be able to give emergency care for injury or illness.
  - a. Administer immediate first aid.
  - b. Notify the child's parents at home or work.
  - c. If unable to notify parents, call family physician.
  - d. Utilize ambulance facilities if needed.
3. Arrange for immunization and screening programs.
4. Maintain health records which, through a reciprocal agreement, will be passed on as part of the child's portfolio and disseminated to all staff members.



## PHYSICAL EDUCATION

By its very nature physical education has long been recognized to involve many hazards. However, with careful planning and supervision, accidents can be kept at a minimum. Pre-planning should ensure:

1. Maintenance of gymnasium, playing field, and track in optimum order — free from slick surfaces, hidden hazards such as holes, and uneeded equipment.
2. Maintenance of curricular requirements that are appropriate to the skill development of the student. Do not demand a student to perform activities beyond his capabilities.
3. Maintenance of appropriate supervision.
4. Maintenance of continuous communication between the physical education teacher and nurse or records office in regard to individual children and health problems limiting their ability to participate.
5. Conducting of periodic checks to assure safe facilities, equipment and grounds.

## SAFETY PATROLS

Safety patrols provide a learning experience for students. They give the students an active part in their safety program.

It is recommended that the sponsor teacher have adequate released time to properly develop and administer the program in the school.

## ACCIDENT REPORTING AND NEGLIGENCE

Accidental student injury may result in litigation predicated on alleged staff negligence. Since ignorance of the law cannot be used as a defence, school personnel should have a practical understanding of the law and the situation to which it applies. A good accident reporting system is the best defence in the case of litigation.

## TO THE TEACHER

Throughout any aspect of safety education it must be emphasized that accidents just don't happen — they are caused. The causative agent can be human error, environmental factors or a combination thereof. Before any effective teaching pertaining to the prevention of accidents can take place the student must understand how human behavior and environmental factors relate to the actual accident situation — the chain of events.

Seldom is there a single cause of an accident. More likely is the situation in which there is a combination of events. Take for example, the boy who is riding his bicycle down the street on a warm spring day. He is riding on the left side of the street when he comes upon a parked car. His mind on other things, he swerves out into the lane of traffic and is hit by an oncoming car.

What was the cause of this collision? The boy's state of mind? Riding his bicycle on the wrong side of the street? The parked car? The unaware motorists? Or a combination of events? Had the boy had his mind and attention on riding his bicycle, had he been riding on the right side of the street, had the car not been parked where it was or had the motorist been more alert, the collision might have been prevented. Of course, this is an oversimplification, but the fact remains that if one of the links in this chain reaction had been broken before the final "event," the collision might have been prevented.

Only after a careful analysis of the accident situation and a complete understanding of the components that make up an accident will a student be able to make wise choices that will help him prevent accidents.

*\*Note:* The foregoing has been published in "National Safety Education; Curriculum Guidelines (K-6). Edited by Bernard Loft, Director, Centre for Safety and Traffic Education, Indiana University, Bloomington, Indiana.

## RATIONALE

Accidents can be avoided. The fact is that through the years the number of accidents recorded represents an increasingly smaller percentage of the population. However, the number of child accidents is still disturbingly high. The Toronto Sick Children's Hospital's 1975 report records 17,367 admissions of persons under 18 years of age for accident-related injuries. Approximately half of them involved children of school age.

Many accidents are unreported and unrecorded. Many accident victims are admitted to local or regional hospitals for treatment. Many are dealt with in the doctor's office. Because everyone has been aware of child-related accidents of varying degrees of seriousness, everyone appreciates the need for information and education which will make it possible to prevent or deal with such accidents.

The Ministry of Education published memoranda supporting Safety and First Aid Education in Ontario Schools (1976-77:1) & (1977-78:1). Such educational programmes must permeate the whole curriculum and cut across all subjects. The school may call upon the resources of the whole community in taking on a responsibility for safety-awareness, information and expertise.

This manual should be helpful in providing teachers with content, suggested activities and support materials related to continuous and meaningful learning experiences.

Actions speak louder than words. By providing a safe school environment and by acting in a safety-conscious manner, all school inhabitants and guests will help develop attitudes and skills which will help students prevent accidents and cope with their environment long after they have left the premises.

Smugness, complacency and carelessness might be our worst enemies.

"Accidents will happen" is not necessarily true. We can and should do something about them at all times.



## BASIC CONCEPT

Risk-taking is part of living; nevertheless, the real magnitude of risks is not always obvious. Unless Safety Education provides pertinent awareness information, skills and guidelines for safe living, both accident prevention and first-aid become impossible.

## GENERAL OBJECTIVES

The students shall:

- 1) become aware that health and safety may be threatened by certain factors in the environment, but education allows us to modify and control some environmental conditions,
- 2) realize that human behaviour and/or elements of the environment may cause accidents; such accidents may lead to death, injury or property damage,
- 3) learn to practise behaviour which will make the world a safer place,
- 4) develop sound judgement in evaluating potential risks, in avoiding them, or in coping with them,
- 5) share their safety awareness with those around them,
- 6) become aware that safe behaviour can in fact enhance health and provide accident-free living,
- 7) accept the fact that some accidents are inevitable.

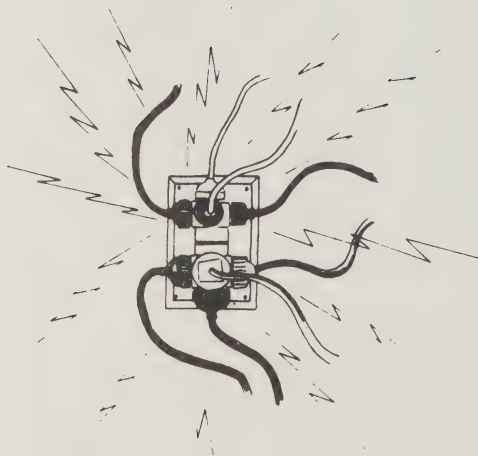
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**HOME  
SAFETY**





## HOME SAFETY

### BEHAVIOURAL OBJECTIVES

The student shall:

- A. become familiar with safety symbols which may be found on articles in the home;
- B. become aware of the dangers of poisonous plants found in the home; become knowledgeable about insecticides, pesticides, cleaning agents and their purposes, about the precautions to be taken and about the containers commonly used;
- C. appreciate the danger of aerosol containers; be able to identify areas where poisonous gases may occur;
- D. become familiar with the dangers associated with electrical appliances;
- D. become familiar with the proper handling and storage of firearms;
- E. become familiar with the safety procedures for using tools and cutting implements;
- F. learn all procedures, ordinary and extraordinary, necessary to become a competent babysitter;
- G. become aware of the dangers associated with toys, play equipment, and plastic film;
- H. become aware of situations which may result in a fall;
- I. become aware of situations which may result in burns;
- J. be able to recognize and show respect for all potential dangers inherent in the home environment.

OBJECTIVE/CONCEPT	SUGGESTED ACTIVITIES	RESOURCES
<b>A. SAFETY SYMBOLS</b> <i>The student shall readily recognize safety symbols.</i>	<p>— Give student different symbols to recognize.</p> <p>— Cut out symbols from papers and magazines.</p>	<p><b>N.B. Some are available at cost.</b></p> <p>Posters and Pamphlets:            Ministry of Consumer &amp; Corporate Affairs            Ontario Provincial Police            Canada Safety Council            Ontario Safety League</p>
<b>B. POISONS</b> <ol style="list-style-type: none"> <li>1. Plants — house, yard and garden.               <ul style="list-style-type: none"> <li>— recognize the four ways in which plants may harm the individual</li> <li>— be able to discriminate between poisonous and non-poisonous plants.</li> </ul> </li> <li>2. Insecticides and Pesticides               <ul style="list-style-type: none"> <li>— know the proper use, precautions, containers and location for these two items.</li> </ul> </li> <li>3. Household Cleaning Agents               <ul style="list-style-type: none"> <li>— know the proper use, storage and containers for household cleaning agents.</li> </ul> </li> </ol>	<p>— Display plants of both poisonous and non-poisonous types, perhaps as a project correlated with science. Students should identify by name and relate danger, e.g. eating strange berries.</p> <p>— Develop a flip chart showing proper or safe uses of insecticides and pesticides.</p> <p>— Develop common antidotes to be given when an insecticide or pesticide is taken accidentally.</p> <p>— Develop a chart showing proper storage conditions for each insecticide or pesticide.</p> <p>— Develop a list of common household cleaning agents that are common causes of poisoning.</p> <p>— Develop a chart showing proper storage conditions for cleaning agents — use pictures also.</p>	<ol style="list-style-type: none"> <li>1. Program available from Canadian Red Cross (Ontario Division).</li> <li>2. Posters, pamphlets, leaflets, slides or filmstrips are available from the following agencies:            Ministry of Consumer &amp; Corporate Affairs            St. John Ambulance            Canadian Agricultural Chemical Association            Ontario Ministry of Agriculture &amp; Food            Ontario Provincial Police</li> <li>3. Small manual — Department of National Health and Welfare (Canadian Gas Company).</li> </ol> <p>Ontario Provincial Police            Canadian Red Cross            Modern Talking Pictures</p>

OBJECTIVE/CONCEPT	SUGGESTED ACTIVITIES	RESOURCES
<p><b>B. POISONS (Cont'd.)</b></p> <p>4. Aerosols</p> <ul style="list-style-type: none"> <li>— appreciate the two dangers from aerosols:               <ul style="list-style-type: none"> <li>— explosion</li> <li>— inhalation</li> </ul> </li> </ul> <p>5. Medicines</p> <ul style="list-style-type: none"> <li>— know the correct usage of household medicines including dosage, labels, storage.</li> </ul> <p>6. Poisonous Gases</p> <ul style="list-style-type: none"> <li>— identify four areas in which poisonous gases may be found.</li> <li>— discriminate between safe and unsafe practices when using engines, gas appliances, fireplaces, etc.</li> </ul>	<ul style="list-style-type: none"> <li>— Develop a safety slogan or a safety commercial illustrating proper use or storage of household cleaning agents.</li> <li>— Make a display from magazine pictures and assemble by areas in the house, e.g. bathroom, kitchen.</li> <li>— Collect newspaper items relating to accidents with aerosols.</li> <li>— Develop reasons why a particular medicine should be taken under adult supervision.</li> <li>— By example show what four items should be found on a label.</li> <li>— Construct a medicine cabinet made of cardboard or heavy paper and place in it drawings of all items which may be poisonous.</li> <li>— Invite a local druggist or doctor in to explain potential hazards when taking medicine.</li> <li>— Demonstrate how to turn off electricity and natural gas in the home.</li> <li>— Study dangers of automobile exhaust fumes, e.g. faulty exhaust system, running in closed garage.</li> <li>— Study dangers of indoor barbecues.</li> <li>— Discuss dangers of inhalation of fumes from glues, solvents, and aerosol cans.</li> <li>— (see #B. 4 in this section)</li> </ul>	<p><b>N.B. Some are provided "at cost".</b></p> <p>National Film Board Ontario Safety League Ministry of National Health &amp; Welfare Ontario Ministry of Agriculture &amp; Food Ontario Ministry of Labour</p> <p>Posters, films, etc. Ministry of Consumer &amp; Corporate Affairs Canada Safety Council</p> <p>Electrical Utilities Safety Association of Ontario, Inc.</p> <p>Ontario Ministry of the Solicitor General (Office of The Fire Marshal)</p>



OBJECTIVE/CONCEPT	SUGGESTED ACTIVITIES	RESOURCES
<p><b>C. ELECTRICITY</b></p> <p><i>The student shall be able to identify conditions necessary for the safe use or operation of an electrical appliance.</i></p> <p><i>The student shall know the proper precautions to take when around an electrical object.</i></p>	<ul style="list-style-type: none"> <li>— Students describe electrical shocks that they may have experienced.</li> <li>— Discuss danger of turning on lights or touching electrical appliances when hands or feet are wet.</li> <li>— Discuss electrical storm hazards.</li> <li>— Make a display of faulty electrical cords.</li> <li>— Demonstrate the proper use of an electric train.</li> <li>— Demonstrate static electricity (walking on carpet, combing hair, etc.).</li> <li>— Construct flip charts showing simple safety rules regarding electrical dangers, e.g. kite flying, appliances, climbing poles or touching downed hydro lines.</li> <li>— Invite an electrician to discuss electrical hazards with the class.</li> </ul>	<p><b>N.B. Some are provided "at cost".</b></p> <p>Brochures, films and pamphlets available from:          Ontario Provincial Police          Ontario Ministry of the Solicitor General (Office of The Fire Marshal)          Ontario Hydro          Canadian Red Cross          Ontario Ministry of Agriculture and Food          Construction Safety Association of Ontario          Canada Safety Council          Ontario Safety League</p>
<p><b>D. FIREARMS AND EXPLOSIVES</b></p> <p><i>The student shall know the proper handling and storage of firearms. (Also, see Recreation section.)</i></p> <p><i>The student shall develop an understanding of causes of common explosions.</i></p>	<ul style="list-style-type: none"> <li>— Discuss handling of guns, unloaded guns, storage, cleaning, etc. Invite a Community Services Officer to lead the discussion.</li> <li>— Make a chart with pictures of possible explosive situations, e.g. fireworks, fuel on fires and barbecues and water on burning fat.</li> </ul>	<p>Brochures, leaflets and booklets available from:          Department of Energy, Mines and Resources, Ottawa          Construction Safety Association of Ontario          Du Pont of Canada Limited          Canada Safety Council</p>
<p><b>E. CUTTING IMPLEMENTS</b></p> <p>1. <i>In a given situation the student shall be able to discuss the proper procedure involved in the use of cutting implements.</i></p> <p>2. <i>Given a project in Industrial Arts or crafts using common tools, the student shall be able to describe the safety factors involved.</i></p>	<ul style="list-style-type: none"> <li>— Make a container for used razor blades.</li> <li>— Have students demonstrate the safe use of common cutting implements, e.g. scissors, knives, kitchen tools, garden tools, and broken glass.</li> <li>— Produce a skit showing how cutting implements are properly stored.</li> <li>— Correlate closely with Industrial Arts.</li> <li>— Construct a chart using pictures to illustrate proper use of hand and power tools.</li> </ul>	<p>Pamphlets and films:          Ontario Provincial Police          Community Services Branch          Ontario Safety League</p> <p>Sovereign Film Distributors Limited</p>

OBJECTIVE/CONCEPT	SUGGESTED ACTIVITIES	RESOURCES
<p><b>F. BABYSITTING</b></p> <ol style="list-style-type: none"> <li>1. <i>Given a task of babysitting with a young child, the student shall be able to describe five procedures that would make for a safe environment.</i></li> <li>2. <i>Given an emergency situation the student shall be able to state the necessary procedure for obtaining aid.</i></li> </ol>	<ul style="list-style-type: none"> <li>— Make a card of notebook to be hung by the telephone containing emergency numbers.</li> <li>— Invite a local pediatrician to work with students to develop a code for babysitters.</li> <li>— Write up descriptions of common emergencies. Students will draw from a box and discuss what should be done.</li> <li>— Develop what parents expect from babysitters, and what babysitters expect from parents.</li> </ul>	<p><b>N.B. Some are provided "at cost".</b></p> <p><i>Manual:</i>  Ontario Provincial Police  St. John Ambulance  Ontario Safety League</p> <p><i>Poster:</i>  Ontario Safety League</p> <p>Ministry of Community &amp; Social Services</p> <p><i>Films:</i>  International Tele-Film Enterprises  Ontario Ministry of the Solicitor General  (Office of The Fire Marshal)  Education Film Distributors Limited</p> <p><i>Pamphlet:</i>  St. John Ambulance</p> <p><i>Information Sheet:</i>  Canada Department of Consumer and Corporate Affairs</p> <p><i>Booklet:</i>  Canadian Red Cross  Canada Safety Council  Ontario Safety League</p> <p>Ministry of Health  Canada Safety Council</p>
<p><b>G. PLASTIC FILM</b></p> <p><i>The student shall know the dangers of plastic film and how to dispose of it.</i></p>	<ul style="list-style-type: none"> <li>— Demonstrate how plastic film (e.g. garbage bags, dry-cleaning bags, etc.) is airtight and how static electricity causes it to cling.</li> <li>— List areas in the home where plastic film may be found.</li> <li>— Develop safe methods for disposing of plastic film.</li> </ul>	



**H. FALLS**

1. *Shown a picture of different rooms in a house, the student shall identify two hazards in each room which create an unsafe situation.*
2. *Given a list of ten household objects, the student shall select five commonly misplaced objects that cause falls.*
3. *Given scenes of persons performing unsafe acts, the student shall identify all the unsafe acts illustrated.*

- Make a display depicting unsafe home conditions.
- Dramatize an accident in the home, e.g. loose rug.
- Make an experience chart on home safety.
- Have students share experiences of falling, giving causes, and have discussion on how these may have been prevented.
- Discuss what could be the results of skates, pencils, or marbles being left on stairs or floors.
- Demonstrate the difference in slipperiness of a dry and wet basin to show hazards of tub and shower.

**N.B. Some are provided "at cost".**

**Pamphlet:**

Ontario Safety League

**Poster:**

Canadian Red Cross  
Ontario Safety League  
Metropolitan Life Insurance  
Insurance Bureau of Canada  
Canada Safety Council

**I. BURNS**

1. *Given a list or illustration of situations, the student shall identify areas where burns may occur.*

- Produce skits showing how burns occur, e.g. matches, rope burns, pots on stoves, sun, hot grease or cooking oil, etc.
- Invite an Ontario Provincial Police Community Services Officer to discuss prevention of burns with the students.

**Booklet:**

Northern and Central Gas Corporation Limited

Includes: Falls  
Fires, Burns, Scalds  
Poisoning  
Suffocation  
Firearms  
Heating Hazards

St. John Ambulance  
Canadian Red Cross  
Ontario Safety League  
Canada Safety Council

**J. GREASE FIRES**

1. *The student shall become familiar with the causes of grease fires.*
2. *The student shall learn how to prevent or cope with grease fires.*

- Discuss in large or small groups how grease fires start:  
(Spilled onto stove or heated to ignition point).
- Demonstrate proper pots for cooking with oil.
- Practise placing lid on a pot with long-handled kitchen utensils.
- Demonstrate how to sprinkle baking soda on grease fires.

**Films:**

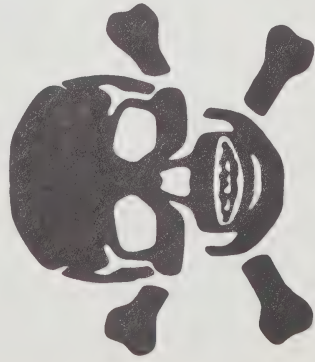
Canada Safety League

Ontario Ministry of the Solicitor General  
(Office of the Fire Marshal)

**Check Card:**

Ministry of National Health & Welfare — Ottawa

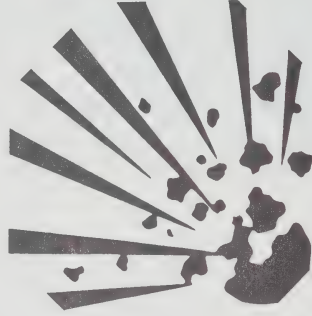
# HAZARDOUS PRODUCT SYMBOLS



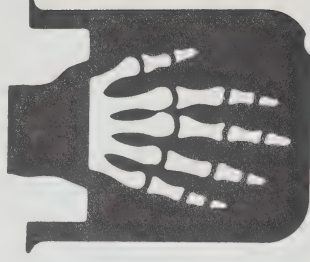
**POISON**



**FLAMMABLE**



**EXPLOSIVE**



**CORROSIVE**

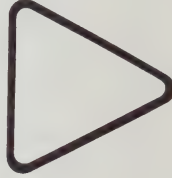
the symbols above show the **TYPE** of hazard a product contains  
the frames below show the **DEGREE** of that hazard  
(the symbols will always appear inside a frame)



**DANGER**



**WARNING**




**CAUTION**







 **Consumer and Corporate Affairs**  
THE HON. HERB GRAY MINISTER

**Consommation et Corporations**  
LE MIN. HON. HERB GRAY

Call No RG23-1473

Loaded guns, matches and cars could all be part of a deadly game if they were misused, but the possible dangers are known.

Some dangers are less easy to see. They are hidden in the household products you use every day. Products like bleaches, cleansers and floor polishes can do their job because they contain chemicals that could cause injury if the products are misused. All household products should be treated with care, but some require special attention.

Be concerned! There are over 49,000 cases of poisonings in Canada in a year. Over a third of these accidents are caused by household products. Children under four years old are the main victims. Children you know could be among them.

### **You must help protect them.**

**HOW?** Just STOP long enough to read the labels on household products.

Because of a special law on hazardous products, labels must have symbols and words to warn you of the dangers.

### **Look for:**

1. the kinds of dangers in symbols and words
2. the name of the main chemical in the product that could cause harm.
3. the first aid treatment.

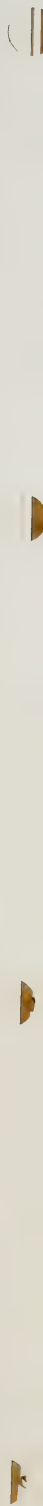
### **REMINDERS**

\*Keep the phone numbers and addresses of your doctor, the poison control centre or hospital and the fire department near your phone (see inside). Make sure people in your home know where the numbers are.

\*\*If some one is poisoned, follow the instructions on the container. Keep the container with you when you go for help so that the doctor will know what caused the injury.

\*\*\*DON'T store these products in a cupboard under the kitchen sink or in a place where children can reach them.

**STOP TO READ THE LABELS;  
YOU MAY SAVE A LIFE.**





2



# FARM SAFETY



## FARM SAFETY

### BEHAVIOURAL OBJECTIVES

The student shall:

- A. become familiar with dangers that could occur while operating farm machinery.
- B. become familiar with dangers associated with animals — domestic and wild.
- C. become familiar with dangers associated with the rural environment.
- D. become familiar with dangers associated with the use of pesticides and chemicals.
- E. become familiar with potential dangers associated with farm buildings.
- F. become familiar with proper actions to implement if accidents occur.
- G. develop a responsible attitude toward safety and attempt to implement knowledge gained as well as impart it to others.

OBJECTIVE/CONCEPT	SUGGESTED ACTIVITIES	RESOURCES
<p><b>A. FARM MACHINERY</b>  <i>The student shall become familiar with dangers that could occur while operating farm machinery.</i></p> <ol style="list-style-type: none"> <li>1. Tractors — dangers               <ul style="list-style-type: none"> <li>— warning devices</li> <li>— safety features</li> <li>— on roadways</li> <li>— in fields</li> </ul> </li> <li>2. Other equipment               <ul style="list-style-type: none"> <li>— dangers</li> <li>— safety features</li> </ul> </li> <li>3. Wagons               <ol style="list-style-type: none"> <li>i) Types and functions of wagons</li> <li>ii) Riding on wagons</li> <li>iii) Four types of accidents that might occur while using a wagon</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>— Read excerpts from the Highway Traffic Act.</li> <li>— Make drawings of slow moving vehicle emblems.</li> <li>— Use models to show:               <ol style="list-style-type: none"> <li>i) centre of gravity</li> <li>ii) change of centre of gravity to produce flip</li> <li>iii) result of turning too short</li> </ol> </li> <li>— Invite local farmers to speak to class.</li> <li>— Invite local dealer to discuss safety features.</li> <li>— Activities to demonstrate average person's reflex time.</li> <li>— Inspect safety warnings on a late model tractor.</li> <li>— Study accident statistics reports.</li> <li>— Discuss dangers associated with loose fitting clothing and machinery.</li> <li>— Familiarize students with proper daily maintenance checks.</li> <li>— Discuss safety rules while operating               <ol style="list-style-type: none"> <li>i) on highway</li> <li>ii) in fields</li> </ol> </li> <li>— Discuss potential hazards of "power take off" (PTO), augers and chain drives.</li> <li>— Visit dealers or farms for demonstrations on safety practices.</li> <li>— Use models and/or diagrams of farm equipment to demonstrate types and functions.</li> <li>— Local farmers discuss accidents they have had.</li> <li>— Use statistics to compile graphs.</li> <li>— Discuss safety practices.</li> <li>— Draw up safety rules.</li> </ul>	<p><b>N.B. Some are provided "at cost".</b></p> <p>Highway Traffic Act — Ministry of Transportation and Communications</p> <p><i>Equipment Safety Teaching Kits:</i>            International Harvester Farm Equipment            Farm Safety Association</p> <p><i>Film:</i>            The War Amputations of Canada</p> <p>Local dealers for:</p> <ul style="list-style-type: none"> <li>— speakers</li> <li>— visits</li> <li>— brochures</li> <li>— statistics</li> <li>— demonstrations</li> </ul> <p>Ontario Safety League publications:</p> <ul style="list-style-type: none"> <li>— Farm Chemical Safety</li> <li>— Farm Machinery Safety</li> <li>— Guide for Rural Safety</li> <li>— Electrical Safety</li> </ul> <p>Ontario Provincial Police            (Community Services Office)</p> <p>St. John Ambulance            Ministry of Transportation &amp; Communications            Canada Safety Council</p>



OBJECTIVE/CONCEPT	SUGGESTED ACTIVITIES	RESOURCES
<p><b>B. FARM ANIMALS</b></p> <p><i>The student shall become familiar with dangers associated with animals — domestic and wild.</i></p> <ol style="list-style-type: none"> <li>Horses             <ol style="list-style-type: none"> <li>Danger in riding.</li> <li>Proper equipping, mounting and riding.</li> <li>Riding areas.</li> </ol> </li> <li>Other animals — cows and bulls             <ul style="list-style-type: none"> <li>pigs</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>Discuss reasons farm animals might change their behaviour patterns and become a danger to people.</li> <li>Discuss riding gear.</li> <li>Discuss riding areas.</li> <li>Compile statistics of accidents involving animals.</li> <li>Make models and diagrams of enclosures for animals and discuss.</li> <li>Create a list of "do's" and "don'ts" when dealing with domestic animals (do same for wild).</li> <li>Research and study statistics showing injuries caused by various domestic animals.</li> <li>Discuss "close calls" and minor accidents happening to students.</li> <li>Note how some minor accidents become major ones and how to prevent them from happening again.</li> <li>Collect newspaper clippings about farm accidents and discuss first aid procedures that might have been used. Discuss how they could have been prevented.</li> <li>Collect information on diseases such as distemper and rabies.</li> <li>Discuss symptoms of rabies.</li> <li>Discuss what to do if a person encounters an animal suspected of being rabid.</li> <li>Discuss what to do if bitten.</li> <li>Discuss control measures.</li> <li>Discuss prevention and treatment.</li> <li>Create a list of "do's" and "don'ts".</li> </ul>	<p>N.B. Some are provided "at cost".</p> <p><i>Publications:</i></p> <p>Ontario Safety League Ontario Provincial Police Ministry of Agriculture &amp; Food Farm Safety Association Ministry of Health</p> <p>Canadian Red Cross Canada Safety Council</p> <p>Canadian Red Cross Ontario Hydro St. John Ambulance Canada Safety Council</p> <p>See resources under #A.2 in this section.</p>
<p><b>C. RURAL ENVIRONMENT</b></p> <p><i>The student shall become familiar with dangers associated with the rural environment. He/she should:</i></p> <ol style="list-style-type: none"> <li>become aware of plants in which there are harmful substances.</li> <li>understand the dangers associated with electricity.</li> <li>understand dangers associated with farm ponds, streams, etc.</li> </ol>		

**C. RURAL ENVIRONMENT (Cont'd.)**

4. understand increased likelihood of accidents due to inclement weather.
5. understand natural emergencies beyond the control of man.

- Make posters showing "do's" and "don'ts".
- Develop a checklist of hazards associated with the farm.
- Discuss safety swimming practices.
- List 4 life-saving devices found at safe swimming areas and discuss.
- Discuss hazards of swimming or skating alone.
- Discuss hazards of swimming during electrical storms.
- Make cartoons depicting safety.
- Demonstrate artificial respiration.
- Make a list of important telephone numbers for emergency use.
- Create safety slogans.

N.B. Some are provided "at cost".

**D. PESTICIDES AND CHEMICALS**

*The student shall become familiar with dangers associated with the use of pesticides and chemicals.*

- Discuss poison symbol.
- Discuss use of pesticides and their toxic content.
- Make a display of pesticide containers and discuss labels as to content, antidotes, etc.
- Discuss poison label.
- Discuss proper spraying practices (spraying with the wind, etc.).
- Discuss proper storage procedures.
- Discuss dangers associated with ammonium nitrate in fertilizers.
- Create cartoons and captions.
- Create safety posters and/or slogans.
- Discuss ways of securing adult aid.
- Discuss dangers associated with gases associated with waste material.

St. John Ambulance  
Canadian Red Cross  
Ontario Provincial Police  
Canada Safety Council  
Ministry of Consumer and Corporate Affairs  
Program Guide for Poison Prevention  
Farm Chemical Safety  
Ontario Safety League  
Ministry of Agriculture & Food

**E. FARM BUILDINGS**

*The student shall become familiar with potential dangers associated with farm buildings.*

- List possible accidents caused by improper lighting or ventilation.
- Discuss safe play practices in barns.
- Discuss need for proper electrical wiring.
- Discuss danger of storing damp hay.

*Publication:*

Ontario Safety League  
Ontario Provincial Police  
Ontario Hydro  
Canada Safety Council

OBJECTIVE/CONCEPT	SUGGESTED ACTIVITIES	RESOURCES
<b>E. FARM BUILDINGS (Cont'd.)</b>  <b>F. ACCIDENTS — PROCEDURES</b> <i>The student shall become familiar with proper actions to implement if accidents occur.</i>	<ul style="list-style-type: none"> <li>— Discuss dangers of animals in close confines.</li> <li>— Discuss importance of good housekeeping in various buildings.</li> <li>— Gather newspaper clippings about accidents which have happened inside farm buildings.</li> <li>— Demonstrate how to extinguish a clothing fire by rolling up in a blanket.</li> <li>— Discuss other methods.</li> <li>— Discuss ways of summoning adult help without leaving injured person.</li> <li>— Make list of emergency phone numbers.</li> <li>— Discuss importance of knowing about and implementing antidotes.</li> <li>— Discuss first-aid procedures.</li> <li>— Demonstrate artificial respiration.</li> <li>— Discuss how improper action can cause further damage.</li> <li>— Prepare lists of food, clothing, First Aid Kit, and equipment needed for an emergency.</li> </ul>	<p>N.B. Some are provided "at cost".</p> <p>St. John Ambulance Canadian Red Cross Ontario Provincial Police Canada Safety Council</p>
<b>G. RESPONSIBLE ATTITUDES</b> <i>The student shall develop a responsible attitude toward safety and attempt to implement knowledge gained as well as impart it to others.</i>	<ul style="list-style-type: none"> <li>— Discuss horseplay in any situation.</li> <li>— Discuss individual responsibility in accident prevention               <ul style="list-style-type: none"> <li>— following rules and reporting unsafe equipment.</li> </ul> </li> <li>— Use creative writing to develop the idea of respect for other's safety.</li> <li>— Discuss meaning of courtesy in relation to accident prevention (shoving, tripping, etc.).</li> <li>— Discuss reasons for rules, laws and regulations regarding safety and the need to follow them.</li> <li>— Senior students discuss safety in lower grades (demonstrations).</li> <li>— Prepare displays and exhibits to demonstrate safety hazards.</li> <li>— Prepare safety posters.</li> <li>— Prepare safety handbooks associated with various areas (tractor, animals, etc.).</li> <li>— Invite speakers to address students.</li> <li>— Discuss reasons for studying first-aid.</li> <li>— Organize a school safety campaign.</li> </ul>	<p>Local police</p>





3

# SCHOOL SAFETY





## SCHOOL SAFETY PROGRAM

### BEHAVIOURAL OBJECTIVES

The students shall:

- A. learn to anticipate and avoid hazards in all parts of the school building;
- B. learn the potential dangers associated with recreational areas, equipment, and activities;
- C. become familiar with locations of parking areas, the regulations for their use, and the possible causes of accidents;
- D. understand the proper procedures for embarking and disembarking from school buses and be able to prevent injuries;
- E. learn to recognize and avoid dangerous practices in connection with school group activities;
- F. be able to protect themselves and help others in case of emergencies.

OBJECTIVE/CONCEPT	SUGGESTED ACTIVITIES	RESOURCES
<b>A. SCHOOL BUILDING</b> <ol style="list-style-type: none"> <li>1. <i>Rooms</i> <ol style="list-style-type: none"> <li>1. <i>The student shall learn the hazards associated with furniture and equipment in the various rooms in the school.</i></li> <li>2. <i>The student shall learn the kinds of injuries that can be sustained in different classrooms.</i></li> <li>3. <i>The student shall be able to take preventative measures to avoid accidents and injuries in classrooms.</i></li> <li>4. <i>The student shall review basic first aid, and how and where to get help.</i></li> </ol> </li> <li>2. <i>Corridors</i> <ol style="list-style-type: none"> <li>1. <i>The student shall identify hazards connected with the use of corridors.</i></li> <li>2. <i>The student shall be able to describe how student behaviour in corridors can cause accidents.</i></li> </ol> </li> <li>3. <i>Stairways</i> <p><i>The student shall be able to identify hazards connected with stairwells.</i></p> </li> <li>4. <i>Entrances and exits</i> <ol style="list-style-type: none"> <li>1. <i>The student shall learn how to operate emergency exits.</i></li> <li>2. <i>The student shall become aware of the types of injuries possible in using entrances and exits.</i></li> <li>3. <i>The student shall review how student behaviour can cause injuries in these areas.</i></li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>— Have students make individual lists of hazards in the classroom.</li> <li>— Have small group discussions using lists of hazards and kinds of injuries associated with these hazards.</li> <li>— Have class discussion regarding preventative measures for avoiding injuries.</li> <li>— Have students organize and collate their findings and file in the classroom for future reference.</li> <li>— Have students practise first aid with classmates with injuries they have identified for that classroom under supervision of a qualified instructor.</li> <li>— Have students make a list of how and where to contact the school nurse, doctor, hospital, ambulance, fire department, police.</li> <li>— Have students draw a diagram of the school corridors and mark potentially hazardous areas on it, identifying the danger.</li> <li>— Have small group "buzz" sessions on the different areas and report back to class on hazards associated with each.</li> <li>— Class discussion on how student behaviour can cause accidents in corridors.</li> <li>— Have students pantomime possible accidents in stairwells.</li> <li>— Demonstrate the operation of crashbars on emergency exits.</li> <li>— Have students determine the cost of replacing glass panels in doors.</li> <li>— Class discussion of possible injuries and how student behaviour can cause such injuries.</li> </ul>	<p><b>N.B. Some are provided "at cost".</b>  Ministry of Education Memorandum 'Safety in Ontario'</p> <p>Labour Safety Council of Ontario  Ontario Gov't. Book Store  (The Industrial Safety Act)</p> <p>First Aid Manual  For other resources, refer to other sections of the Safety Program.</p>



OBJECTIVE/CONCEPT	SUGGESTED ACTIVITIES	RESOURCES
<b>B. PLAYING FIELD</b> <i>The student shall learn the hazards associated with the playing field facilities and equipment.</i>	<ul style="list-style-type: none"> <li>— Give students a diagram of the school's playing field and have them mark potentially hazardous spots.</li> <li>— Have small groups each discuss one of the various activities carried out on the school's playing field and list possible injuries.</li> <li>— Review first aid procedures for the injuries reported.</li> <li>— Class discussion on how to prevent the injuries discussed.</li> </ul>	N.B. Some are provided "at cost".  Refer to 'First Aid' section of Safety Program.
<b>C. PARKING LOTS</b> <i>The student shall be able to describe the possible ways in which injuries may occur in parking lots.</i>	<ul style="list-style-type: none"> <li>— Ask students to report verbally examples of accidents they have heard about connected with parked cars and parking areas.</li> </ul>	Ontario Motor League
<b>D. BUS LOADING AREAS</b> <ol style="list-style-type: none"> <li><i>The student shall become familiar with where and when buses arrive and leave.</i></li> <li><i>The student shall recognize how crowded situations create hazards.</i></li> </ol>	<ul style="list-style-type: none"> <li>— Have students write a few sentences describing possibly dangerous situations in bus loading areas.</li> </ul>	
<b>E. SPECIAL ACTIVITIES</b> <ol style="list-style-type: none"> <li><i>The student shall be able to identify possible hazards in connection with large group activities, such as assemblies and dances.</i></li> </ol>	<ul style="list-style-type: none"> <li>— Have students draw a diagram of the school auditorium marking on emergency exits.</li> <li>— Have students describe evacuation procedures for the school auditorium in case of fire or bomb scare.</li> <li>— Have students act out types of behaviour that could result in injuries during large group meetings.</li> <li>— Have small group discussions of possible injuries that could result from overcrowding in restricted areas, harassment of individuals, practical jokes, and excessive demands. Groups report back to whole class.</li> </ul>	
<ol style="list-style-type: none"> <li><i>The student shall learn to avoid dangerous practices in connection with such special events as Initiation Day and Student Elections.</i></li> <li><i>The student shall be able to describe possible hazards in connection with field trips and excursions.</i></li> </ol>	<ul style="list-style-type: none"> <li>— Have students list specific hazards associated with outdoor excursions during the different seasons of the year.</li> <li>— Have students describe proper clothing and equipment for outdoor excursions during different seasons of the year.</li> <li>— Discuss procedures in case of a student becoming lost (a) outdoors, (b) in the city.</li> </ul>	

## E. SPECIAL ACTIVITIES (Cont'd.)

- Discuss procedures in case of a student being injured.
- Discuss procedures in case of inclement weather conditions.
- Discuss procedures for obtaining police and medical assistance.
- Discuss types of behaviour that could be hazardous on field trips.

## F. EMERGENCIES

1. *The student shall learn possible hazards connected with fire, bomb scares, power failures, and bad weather.*
2. *The student shall learn proper evacuation procedures and use of fire alarms and fire fighting equipment.*
3. *The student shall plan personal procedures in case of bad weather.*
4. *The student shall learn basic first aid, and how to contact school nurse, doctor, ambulance, hospital, police.*

- Fire drill.
- Evacuate building.
- Inspect fire alarm system.
- Demonstrate use of alarms, sprinklers, hoses, extinguishers.
- Make a list of:
  - where they could stay.
  - how they could communicate with parents.
  - what help they could provide for others.
- Practise first aid with classmates under the supervision of a qualified instructor.
- Make a personal directory of family doctor, etc.

Your duties as  
a member of a

# SCHOOL SAFETY PATROL

## 1 Be at your post on time

It is very important for you to be at your post when children want to cross, or there may be an accident. It is far better for you to be five minutes too early than one minute too late. Never forget your responsibility to protect your school mates from harm.

My post is \_\_\_\_\_

I guard the \_\_\_\_\_ crosswalk.

My duty hours are

a.m. to \_\_\_\_\_ a.m. (morning)  
a.m. to \_\_\_\_\_ p.m. (before lunch)  
p.m. to \_\_\_\_\_ p.m. (after lunch)  
p.m. to \_\_\_\_\_ p.m. (after school)

If I cannot be at my post on time, I am to call \_\_\_\_\_ whose phone number is \_\_\_\_\_ at least \_\_\_\_\_ before my duty time.

*Remember....  
your classmates depend on you*

You have been selected to play a very important part in your school's safety program. As a member of the Safety Patrol, you will be helping to protect your school mates from traffic accidents. This is a big responsibility. Your teacher and principal have confidence that you will do your job well, and set a good example for others.

Please keep this booklet and read it very carefully. Be sure to follow the instructions it includes. If there is anything you do not understand, ask your Safety Patrol leader for the answers.



Ministry of  
Transportation and  
Communications

## 2 Stand one step back from the curb

It is your responsibility to keep children off the road until it is safe to cross. The best way to do this is to stand one step back from the curb, with your arms raised to prevent children from stepping onto the road. If a parked car blocks your view, step into the street only far enough to see approaching cars—never more than three steps.

### *The Safety Patrol Pledge*

*"I will work for the safety of others as I would want them to work for my safety. I will be at my post at all required times and attend fully to my duties until my tour of duty is completed. I will do all in my power to reduce accidents and prevent myself and others from taking chances."*



# 3

## Always follow these steps to safety

- Stand one step back from the curb facing the street. Hold your arms outstretched as a signal that other children must wait behind you, on the sidewalk or shoulder of the road.
- Wait for a safe gap in the traffic. Be sure your school mates will have enough time to walk across the road.
- Lower your arms and step aside. This is the signal that children may cross. You should remain on the sidewalk.
- Raise your arms to the outstretched position again to prevent other children approaching the curb from crossing the street.

# 4

## Never, never stop traffic

It is very important to remember this. It is your responsibility to prevent children from crossing until there is a safe gap in the traffic. But the law does not give a School Safety Patrol member the right to stop traffic.

# 5

## Always be alert

You should always check traffic in all directions. This is especially important if your post is at an intersection. Watch for cars making turns.

# 6

## Make sure children have ample time to cross

Remember that children should walk . . . not run . . . across the street. Keep your arms outstretched until you are sure that the smallest child in the group can cross in safety.

# 7

## Watch for cyclists

Bicycles being ridden on the road should be treated as all other traffic. Hold the children back from crossing until the bicycle has passed. Children should not be permitted to ride their bicycles across the road at your patrol post. They should stand behind you until you signal it is safe to cross and then walk their bikes across the road.

# 8

## Help children learn the safety rules

You can do much to help others learn the rules of safety, because they look up to you as a leader. There will be many chances to remind your school mates of these five basic rules to follow when they must cross the road where there is no safety patrol:

- (1) Cross only at corners.
- (2) Wait until there is a long, safe gap in the traffic.
- (3) Be on the look out for turning cars.
- (4) Walk, never run, across the street.
- (5) Look in all directions before crossing.

## Remember these other safety patrol rules

**Signal lights.** Children should cross only when the light has just turned green to be sure they will have ample time.

**Stop signs.** Be alert for cars that stop at a stop sign. They may start moving again before children are safely across the street.

**Policemen.** Cooperate with the police in every way you can. Watch for signals from them.

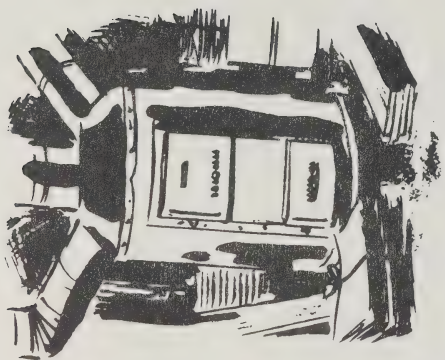
**Appearance.** Dress neatly and cleanly and keep your patrol belt clean. This will help you win the respect of children and motorists.

## *Above all—set a good example*

Other children will follow your example, because you are a leader. Be polite and considerate, and always obey the safety rules.



4



# FIRE SAFETY





## FIRE SAFETY PROGRAM

### BEHAVIOURAL OBJECTIVES

The student shall:

- A. become familiar with the Fire Triangle;
- B. become familiar with the common causes of fires and the means of prevention;
- C. learn the procedures necessary to report a fire;
- D. become aware of the potential dangers of matches and the precautions to be taken with them;

- E. become aware of the danger of clothing fires;
- F. become familiar with types of flammable liquids and their storage;
- G. become familiar with fire precautions and fire drill in the school and at home;
- H. become familiar with the different ways of fighting a fire;
- I. become familiar with procedures for treatment of burns and smoke inhalation.

### OBJECTIVE/CONCEPT

#### SUGGESTED ACTIVITIES

#### A. FIRE TRIANGLE

*The student shall know the three elements of the triangle.*

- Draw a fire triangle and correctly name the three elements necessary for a fire, (heat, oxygen, fuel).
- Students explain orally why it is necessary for all three elements to be present in order for a fire to start.

#### B. 1. The student shall become familiar with the five main causes of fire:

- matches
- cigarettes
- electricity
- combustible materials
- heating equipment

#### 2. The student shall learn the basic precepts of fire prevention.

- Make posters or pictures showing the causes of fire.
- Discuss in large or small groups the causes and prevention of fires.
- Have students conduct a fire hazard hunt in their homes and list the results.
- Gather news clippings about recent fires and determine the causes.
- Conduct experiments on the physical and chemical principles of fire.
- Write a skit (or role play) incorporating causes of fires.
- Anticipate and list seasonal fire hazards.

#### RESOURCES

**N.B. Some are provided "at cost".**

Ontario Ministry of the Solicitor General  
(Office of The Fire Marshal)

Local Fire Department  
Canada Safety Council

*Publications:*  
Ontario Safety League

*Booklets:*  
Educational Guide for Teachers of K-13  
Department of Public Works, Canada  
(A copy is in each school now)

Northern and Central Gas Corporation Limited, Ontario Division

*Films:*  
Ontario Ministry of the Solicitor General (Office of the Fire Marshal) through Local Fire Department

National Film Board

Canada Safety Council

OBJECTIVE/CONCEPT	SUGGESTED ACTIVITIES	RESOURCES
<p>C. <i>The student shall learn the correct procedure for reporting a fire.</i></p>	<ul style="list-style-type: none"> <li>— Use a toy telephone to teach how to dial the fire hall and report a fire giving all necessary information.</li> <li>— Students to make labels for their home telephones with the fire department's number.</li> <li>— Demonstrate to students the proper method to report a fire in a school building.</li> <li>— Students present a skit showing proper procedures to report a fire to an adult or a fire department.</li> </ul>	<p>N.B. Some are provided "at cost".</p> <p>Local Fire Department</p>
<p>D. <i>The student shall be able to identify the two types of matches:</i></p> <ul style="list-style-type: none"> <li>— strike-anywhere match</li> <li>— safety match</li> </ul>	<ul style="list-style-type: none"> <li>— When shown several matches the student will identify each one. The student should also know the dangers of each kind.</li> <li>— Demonstrate the different procedures for lighting the two types of matches.</li> <li>— Teach the students the correct way to strike a safety match.</li> <li>— Make posters showing the safe use of matches.</li> <li>— Discuss the dangers of disposing of a match that is not completely out and develop the correct way to dispose of a match.</li> <li>— Discuss and demonstrate the proper way to light an appliance, to store matches, and to keep matches out of the reach of younger children.</li> <li>— Make receptacle for storing matches.</li> </ul>	<p>Ontario Ministry of the Solicitor General (Office of the Fire Marshal) Local Fire Department</p> <p><i>Film:</i></p> <p>Ontario Ministry of the Solicitor General (Office of the Fire Marshal) Local Fire Department</p>
<p>E. <i>The student shall know the different types of fabrics and their degree of flammability.</i></p>	<ul style="list-style-type: none"> <li>— Have the students make a display showing the different types of fabrics, and label each as to its flammability.</li> <li>— Demonstrate, using pieces of fabrics, their flammability.</li> <li>— Discuss the clothing the students are wearing, as well as common fabrics found in the home and in the school.</li> <li>— Discuss with the students what to do if their clothes or other fabrics catch fire.</li> </ul>	<p>Canada Safety Council</p> <p>Ontario Ministry of the Solicitor General (Office of the Fire Marshal) through Local Fire Department</p>

OBJECTIVE/CONCEPT	SUGGESTED ACTIVITIES	RESOURCES
<p>F. <i>The student shall know the types of liquids which are flammable.</i></p>	<ul style="list-style-type: none"> <li>— Discuss with the students the types of liquids that are flammable and where they are found.</li> <li>— Make a collection of the different types of containers used for storing the different liquids.</li> <li>— Discuss spontaneous ignition.</li> </ul>	<p><b>N.B. Some are provided "at cost".</b> Canada Safety Council</p> <p>Ontario Ministry of the Solicitor General (Office of the Fire Marshal) through Local Fire Department</p> <p>Du Pont of Canada Limited</p>
<p>G. <i>The student shall learn the procedures to be followed in evacuating different kinds of buildings.</i></p>	<ul style="list-style-type: none"> <li>— Explain the reasons for a fire drill and the procedures to follow.</li> <li>— Explain the different signals used in a fire drill.</li> <li>— Practise the route to take to evacuate a building, as well as an alternate route.</li> <li>— Point out the location of fire safety equipment.</li> <li>— Discuss areas for improvements after a drill has been practised.</li> </ul>	<p>Ontario Ministry of the Solicitor General (Office of the Fire Marshal) through Local Fire Department</p> <p>Ontario Safety League</p>
<p>H. 1. <i>The student shall be familiar with the different ways of fighting a fire</i></p> <p>2. <i>The student shall become familiar with procedures for treatment of burns, Smoke inhalation. (See First Aid Section.)</i></p>	<ul style="list-style-type: none"> <li>— Make a collection of as many types of fire extinguishers as can be found. Demonstrate how each works, and find out the types of fire for which each one is most effective.</li> <li>— Demonstrate how to make a simple fire extinguisher (vinegar and soda).</li> <li>— Demonstrate how to roll up in a blanket if on fire.</li> </ul>	<p>Canadian Red Cross — First Aid Course St. John Ambulance — First Aid Course</p> <p>Ontario Ministry of the Solicitor General (Office of the Fire Marshal) through Local Fire Department</p>



# FIRENEWS

Published by / Ontario Safety League / 409 King Street West, Toronto 2B

## **danger**

Careless smoking is the greatest single cause of home fires.

Drowsiness, often brought on by alcohol or drugs, combined with smoking in an easy chair or in bed, is a sure invitation to disaster.

Always use large ashtrays with notches for cigarettes. After a party, they should be emptied and stuffed furniture checked for smoldering cigarettes.

Keep bits of paper out of ash trays and never empty them into a waste paper basket. A closed metal container kept for this purpose should be used.

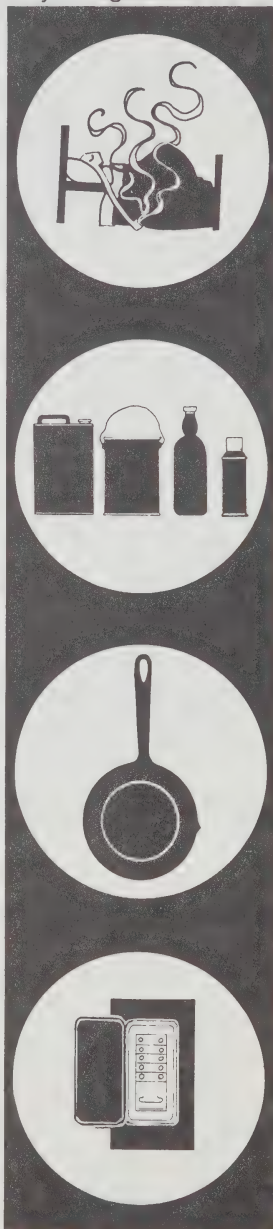
## **danger**

Most paints, varnish removers, turpentine and similar cleaners are highly flammable. If you must have these fluids around the house, keep them in tightly closed, metal containers (never glass), and in a cool, well-ventilated place. Never store them near other materials that might easily catch fire.

Gasoline and naphtha should be kept in approved safety containers away from the house.

If home dry cleaning must be done, be sure to do it outdoors, away from open flames, sparks and cigarettes.

Never use flammable liquids to start fires.



## **danger**

Grease spilled or spattered on the stove may catch fire. Over-heating can cause fat in the pan to ignite. Never leave heating grease unattended.

If grease does flare, don't pick up the pan or run with it. The flames may be fanned back against you. And never use water. Even a small amount will spatter the grease. Instead, turn off the heat and use a large lid to smother the flames.

A liberal dose of baking soda is also effective for controlling burner and oven fires.

An oven grease fire will extinguish itself, however, if the heat is turned off and the door kept closed for a few minutes.

## **danger**

The safety fuse has a small link of soft metal which melts if too much electricity flows through it. This can be caused from a short circuit or too many appliances being plugged in to a circuit. When the metal link melts, or the "fuse blows", the electricity is instantaneously cut off.

The common household fuse is 15 amps. It allows just the right amount of electricity to go through the wires. If you replace this with a 30 amp. fuse, more electricity is allowed to go through the wires. Too many appliances plugged in to this circuit may cause the wires to over-heat resulting in a fire.

5



FIRST  
AID



## FIRST AID

### BEHAVIOURAL OBJECTIVES

The student shall:

- A. PREVENTION — list at least ten potential hazards in his/her home, school building and play areas.

- B. TREATMENT — given a situation in which serious bleeding, stoppage of breathing, internal poisoning, shock, burn or fracture has taken place, verbalize the steps necessary in First Aid.

OBJECTIVE/CONCEPT	SUGGESTED ACTIVITIES	RESOURCES
<p><b>A. PREVENTION</b>  <i>Students shall list at least ten potential hazards in their home, school building and play areas.</i></p>	<ul style="list-style-type: none"> <li>— Construct posters showing hazards found at home and at school.</li> <li>— Locate hazards and make a list to be published by the class.</li> <li>— Discuss ways to eliminate or avoid hazards at home and at school.</li> </ul>	<p><b>N.B. Some are provided "at cost".</b></p> <p><i>Materials and Literature:</i>  A variety of materials and literature is available from the following organizations, on request:  Regional Health Unit  Ministry of Health  St. John Ambulance  The Canadian Red Cross Society (Ontario Division)</p>
<p><b>B. TREATMENT — Bleeding, Breathing, Poisoning, Shock, Burns, Fractures</b>  <i>Students shall, given a situation in which serious bleeding, stoppage of breathing, internal poisoning, shock, burn, or fracture has taken place, verbalize the steps necessary for First Aid.</i></p>	<ul style="list-style-type: none"> <li>— Students should participate in a 'First Aid' course.</li> <li>— Demonstrate and practise various techniques used in giving first aid (bleeding, artificial respiration, poisons, shocks, burns, fractures, general purpose and principles).</li> <li>— Discuss reasons for knowing how to administer first aid.</li> <li>— Develop a definition of first aid.</li> <li>— Have the school nurse discuss first aid with the class.</li> <li>— Use role-play situations in which the teacher describes the accident and students demonstrate the proper first aid.</li> <li>— Use bulletin board displays to illustrate various types of injuries.</li> <li>— Practise mouth-to-mouth resuscitation using "Resuscitate Anne", if available.</li> <li>— Design bulletin board displays to show causes of and first aid practices for treatment of shock.</li> <li>— Have each student investigate the home medicine cabinet and chart contents as: outdated, missing, possibly dangerous, necessary.</li> <li>— Form a team to investigate and report on common poisons found in the home and report on their antidotes.</li> <li>— Have each student make a list of important telephone numbers for use in emergency (Post in the home).</li> </ul>	<p>First Aid Courses:  St. John Ambulance  The Canadian Red Cross</p> <p>First Aid Procedures in Schools (see copy attached)</p>



N.B. Some are provided "at cost".

- Industrial Accident Prevention Association of Ontario  
Canadian Red Cross  
St. John Ambulance

## OPERATION SAFETY PROGRAM

### FIRST AID

#### FIRST AID: Quick Emergency Suggestions until doctor is reached.

Bleeding:	Stop the bleeding through the use of direct pressure.
Breathing:	Restore breathing through direct methods of resuscitation: (a) mouth-to-mouth resuscitation, (b) mouth-to-nose resuscitation.
Unconsciousness:	Maintain airway.
Poison:	Dilute the poison and read the label of the poison to determine antidote. Call Poison Control Centre and get patient to Emergency ward.
Wounds:	Protect with bandage.
Burns:	Apply ice or water.
Bites:	If caused by insect, apply ice; if caused by animal, notify a doctor.
Fractures:	Respect the position the patient adapts to, to protect fracture.
Dislocations:	Take victim to doctor.

### FIRST AID COURSES

Standard First Aid Courses can be provided on a local basis by either Canadian Red Cross or St. John Ambulance.

# Emergency First Aid Chart



**ARTIFICIAL  
RESPIRATION**



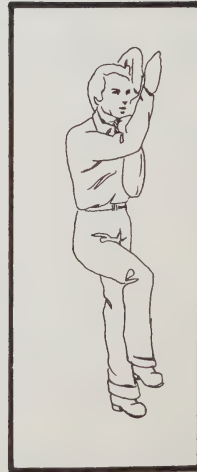
**REVISED  
SYLVESTER**



**CONTROL OF  
BLEEDING**



**COLLAR  
BONE**



**SEMI-PRONE POSITION**

St. John Ambulance,  
46 Wellesley Street East  
TORONTO, Ontario.

To enroll in an eight hour Emergency First Aid Course  
contact your local St. John Ambulance

**ST. JOHN AMBULANCE**

# ST. JOHN AMBULANCE FIRST AID CHART

First Aid is the immediate and temporary care given to the victim of an accident or sudden illness. Its purpose is to preserve life, assist recovery and prevent aggravation of the condition, until the services of a doctor can be obtained.

## ARTIFICIAL RESPIRATION

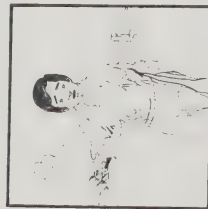
Casualties who have stopped breathing from drowning, electric shock, poisons, etc., should be given mouth to mouth resuscitation. Make sure the mouth and throat are free of obstruction. Lift the neck, tilt the head and blow into the victim's mouth about every five seconds. If head injuries make this impossible, use the Revised Sylvester Method.



Don't run on wet pool surroundings as falls can cause serious injuries. Never swim alone.

## BLEEDING

To control bleeding, even from a cut artery, apply direct pressure on the wound using a clean pad or your hand. Raise the arm, leg or head above heart level.



Motor vehicle accidents are responsible for the greatest number of accidental injuries and deaths in Canada. Keep your car in good mechanical condition. Use your seat belts and drive safely.



## FRACTURES

A fall on an outstretched hand usually results in a fractured collar bone. Place a pad in the armpit under the injured shoulder and bind the arm to the body just above the elbow. Tuck the hand inside a shirt or jacket angled toward the other shoulder. All fractures must be taken to hospital. Broken bones should be splinted where the accident occurs before the casualty is moved.

More injuries result from falls than from any other cause except motor vehicles.

## BURNS

Immerse the injured area in cold water to relieve pain. Do not break blisters. Cover with a clean dressing. Medical attention is imperative for severe burns or minor burns covering a large area.



Keep pot handles and kettle spouts turned inward so they do not protrude over the stove edge.

## UNCONSCIOUSNESS

Place casualty in semi-prone position. Loosen tight clothing. Give nothing by mouth. Never leave an unconscious person alone. Send for medical help.



A blow on the head or striking the head when falling may cause unconsciousness. Keep stairways and cupboard shelves free of clutter.

## POISONS

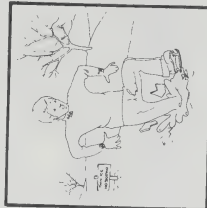
Call your Poison Control Centre or doctor and get casualty to hospital immediately. Identify the poison if possible and take the container with you. DO NOT induce vomiting if burns and stains about the lips indicate a caustic or corrosive substance has been taken.



Poisonous substances should be kept out of the reach of children.

## FROSTBITE

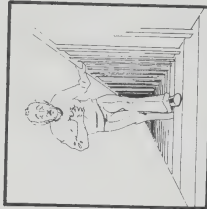
Best treatment for frostbite is to gradually warm the affected area by body heat. Apply hands to face or ears; place hands inside jacket under armpits. DO NOT RUB AND DO NOT APPLY DIRECT HEAT.



Wear protective clothing for winter activities. Don't explore unfamiliar territory alone.

## HEART ATTACKS

Send for medical aid at once. Do not move the casualty unless it is absolutely necessary. Support him in a sitting position and loosen tight clothing. If breathing stops commence mouth to mouth resuscitation immediately.



To prevent heart disease, have regular medical check ups, maintain a balanced diet and regular exercise.



## SUGGESTED FIRST AID PROCEDURES IN SCHOOLS

### "FIRST AID IS THE RESPONSIBILITY OF ANY PERSON AT THE SCENE OF THE ACCIDENT"

1. In case of serious injury or illness, while first aid is being administered, have someone notify the family and have someone call the ambulance or Emergency Services.

### 2. DO NOT MOVE A SERIOUSLY INJURED OR ILL PERSON.

3. Follow instructions for first aid as outlined.

### EMERGENCY SERVICES:

Ambulance  
Police  
Fire

### TELEPHONE:

### HOSPITALS:

Poison Control Centre

Local Health Unit:

### TELEPHONE:

Telephone:

### DIRECT METHOD OF BREATHING

This is the most effective available artificial respiration method and should be used in any case where breathing has stopped.

1. Make sure the airway is not obstructed by sweeping the finger around inside the mouth.
2. Lift the neck with one hand and tilt the head back with the other hand, so that the chin points almost vertically upwards. This will open the air passages and usually ensure an adequate airway.
3. Ensure that the casualty's head is in a fully extended position with the chin well forward.
4. Pinch the nostrils and keep pressure on the forehead with one hand at the same time. This position keeps the tongue from falling back and obstructing the air passages.
5. Take a breath, open your mouth wide and place it over the casualty's mouth making a tight seal. *Quickly* blow four full breaths into the casualty's lungs. Look for the rise and fall of the chest, listen and feel.
6. After each inflation of the person's lungs, raise your mouth away from his face to allow air to escape.
7. Repeat this inflation every three to five seconds, 12-20 times a minute.
8. Continue mouth-to-mouth resuscitation until the casualty breathes for himself.
9. Have someone else summon ambulance immediately.

(Resources: Wallet size cards and Classroom poster from Canadian Red Cross)

- PRIORITY I IMMEDIATE ACTION TO SUSTAIN LIFE
- PRIORITY II SERIOUS DEGREE OF URGENCY CALL AMBULANCE AT ONCE

## PRIORITY I IMMEDIATE ACTION TO SUSTAIN LIFE

### SUFFOCATION — CHOKING

1. Check that the mouth is clear by sweeping the finger around inside the mouth and throat.
2. — in the case of an infant: Hold the infant up by the legs. Smack him smartly three or four times between the shoulders. This should dislodge any foreign body. Give artificial respiration if necessary.  
— in the case of a child: Lay the child over your knee head downwards. Give him three or four sharp slaps between the shoulders to dislodge the obstruction. Give artificial respiration if necessary.  
— in the case of an adult: Use the abdominal thrust (Heimlich manoeuvre). Give artificial respiration if necessary.
3. Have ambulance called immediately.

### ELECTRIC SHOCK

1. DO NOT TOUCH THE PERSON EXCEPT WITH A NON-CONDUCTIVE ARTICLE SUCH AS DRY ROPE, WOODEN HANDLE. With high voltage even this is dangerous. Burns will likely be present. If possible, treat as suggested below.
2. Start direct method of resuscitation if breathing has ceased when person has been disengaged from electric source or vice-versa. In cases of electrocution artificial respiration should be continued until a doctor pronounces the victim dead. Recovery may occur after long intervals of apparent unconsciousness.
3. Have someone call ambulance at once.

### DROWNING

1. Immediate Direct method of resuscitation is essential. In some cases this is started even before the body is removed from the water.
2. Continue resuscitation while someone else calls the ambulance.

### EXPOSURE TO POISONOUS FUMES

**WARNING — RESCUER MUST TAKE PRECAUTIONS TO PROTECT HIMSELF.**

1. Remove person from the contaminated air to the fresh air.
2. Begin direct method resuscitation if required.
3. Call the ambulance.

### DROWNING — EXPOSURE TO POISONOUS FUMES

### PROFUSE EXTERNAL BLEEDING

All cases of serious external bleeding can be controlled by direct pressure.

1. Apply a clean thick dressing, (e.g. dressing from first aid kit,) folded towel, clean handkerchief, etc. to bleeding point.
2. Bandage *firmly* and maintain.
3. Place person at rest, cover with blanket.
4. Elevate bleeding point if practical.
5. Call the ambulance.

**SEVERE UNCONTROLLED BLEEDING IS ONE OF THE VERY FEW REAL EMERGENCIES.**

## PRIORITY I IMMEDIATE ACTION TO SUSTAIN LIFE (Cont'd.)

### POISONING: What to do —

1. Dilute the poison by giving 1-2 glasses of water . . . milk is also beneficial (more acceptable to a child?) in diluting poison and slowing down absorption.
2. Call Poison Control Centre.
3. Causing victims to vomit *not recommended* in following cases:  
(Corrosives would burn twice)
  - acid — lye
  - petroleum products
  - if unconscious — may aspirate . . .
  - convulsions
  - casualty with serious heart condition may have conditions aggravated by strain of . . .
4. Give casualty a glass of warm water in which two tablespoons of common salt have been dissolved. Repeat if necessary.
5. Save some of the vomitus and take to hospital (helpful in identification).
6. In cases of NON-corrosive poisons, tickle back of throat or induce vomiting.

### IF UNCONSCIOUS, PLACE IN RECOVERY POSITION.

#### DO NOT GIVE ANYTHING BY MOUTH.

1. Place person on his side — head tilted to maintain an adequate airway.
2. Start Direct method of breathing if breathing has stopped.
3. Have ambulance called at once.

IN ALL CASES TRY TO IDENTIFY THE POISON INVOLVED. TREATMENT DIFFERS GREATLY IN DIFFERENT CASES.

### DRUGS

THE MISUSE OF DRUGS MUST BE KEPT IN MIND BY ANYONE DEALING WITH GROUPS OF YOUNG PEOPLE.

Drugs are categorized into 2 groups:

#### GROUP I

Those causing euphoria, hallucinations, disorientation e.g. glue, marijuana, LSD, STP, etc.

#### GROUP II

These tend to have a depressive action causing one to be drowsy, stuporous e.g. barbiturates, tranquilizers and heroin.

Amphetamines, speed, cause excess activity, nervousness and restlessness.

WHERE THERE IS ANY SUSPICION OF THE MISUSE OF DRUGS, THE PERSON SHOULD BE REFERRED TO THE HOSPITAL IMMEDIATELY.

Administer artificial respiration if required. Protect casualty from injuring self or others.

1. Place the person on his side — head tilted to maintain an adequate airway.  
Keep warm.
2. Start artificial respiration if breathing has stopped.
3. Have ambulance called at once; refer to hospital emergency.



## PRIORITY I IMMEDIATE ACTION TO SUSTAIN LIFE (Cont'd.)

### BURNS

#### I. CHEMICAL IN THE EYE

1. Holding the eyelids open pour large amounts of tap water at body temperature over the eyeball/*Continuously*. Ensure that water does not affect other eye.
2. Apply a clean, dry dressing loosely to the eye.
3. Send to hospital emergency by car or ambulance.

#### II. BURNS TO SKIN

ANY BURN OTHER THAN OF MOST MINOR DEGREE MUST BE CONSIDERED POTENTIALLY SERIOUS AND REFERRED FOR MEDICAL ATTENTION. LATER INFECTION IS A CONSTANT DANGER. MANY BURNS ARE DEEPER THAN THEY LOOK AT FIRST.

1. If indicated, remove clothing from the burned area unless stuck to skin. Remove anything of constrictive nature e.g. rings — before swelling occurs.
  2. If possible, placed burned area in cold water and keep there until pain ceases. Where immersion is not possible, use towels or cloths soaked in cold water.
  3. Vaseline gauze dressing is still the best first aid dressing for burns. It will not affect later treatment and will give some relief from pain. (A dry lint-free sheet dressing — not gauze or wool — is needed.) BURN DRESSING SUPPLIED IS 97% Vaseline and 3% Sodium Bicarbonate and may be used in place of straight vaseline.
- NO OTHER BURN DRESSING IS TO BE USED.

4. Send to doctor or hospital by car or ambulance as indicated.

**HEAD INJURIES:** May cause severe bleeding but do not normally give rise to complications unless they are large or have penetrated the bone.

**ALL SUSPECTED HEAD INJURIES ARE SERIOUS AND SHOULD BE SEEN BY A PHYSICIAN.**

The first aider should be careful not to press into or probe the wound.

**ALL UNNECESSARY MOVING OF THE PERSON SHOULD BE AVOIDED.**

If an underlying fracture is suspected or if a foreign body is in the wound or bone, apply a ring pad.

#### IF UNCONSCIOUS:

1. Keep the person warm, preferably lying on his side, head tilted to maintain an adequate airway.
2. Apply a dressing to the cut or abrasion on the head to stop bleeding.  
**HEAD WOUNDS MAY BLEED FREELY, BUT BLEEDING CAN ALWAYS BE CONTROLLED BY DIRECT PRESSURE ON THE BONE.**
3. **DO NOT GIVE ANYTHING BY MOUTH.**
4. Refer to hospital by ambulance, accompanied by nurse or responsible person.

#### SIGNS & SYMPTOMS:

Blood or straw-coloured fluid may issue from the ear canal or from the nose or it may be swallowed and afterwards vomited. The fracture may involve the orbit, causing a bloodshot eye.

#### TREATMENT:

The First Aider must proceed as follows:

- place the casualty in the recovery position with adequate support.
- establish the level of consciousness as soon as possible and check frequently.
- if blood or fluid comes from the ear canal, apply a sterile dressing and secure lightly in position. Lie the casualty with head inclined to the injured side to allow fluid to drain.
- if blood or fluid comes from the nose warn the casualty not to blow his nose.
- check the casualty's breathing. Ensure a clear airway and start artificial respiration if breathing begins to fail or stops.
- maintain the casualty's position during transport and avoid all unnecessary movement.

## TREATMENT FOR INJURIES – REFER TO DOCTOR OR HOSPITAL EMERGENCY

### I. EYE INJURIES:

Eye injuries may be the result of a blow to the eye or an embedded foreign body causing laceration or puncture of the eyeball.

1. DO NOT RUB THE EYEBALL.
2. Apply a clean, dry dressing loosely to the eye and cover other eye also.
3. Send to the hospital or emergency physician at once.

### II. FRACTURES:

Arms, Hands, Legs, Feet.

1. Support the injured area – in the most comfortable position by means of an improvised sling or splint only if patient cannot support injured area.

2. Refer to hospital or emergency physician at once.

3. FRACTURES ARE NOT DIRE EMERGENCIES. A SIMPLE FRACTURE MAY BE COMPOUNDED BY CARELESS MOVEMENT. SPLINT THEM WHERE THEY LIE, AND MOVE ONLY WHEN THERE IS ADEQUATE SUPPORT.

### III. LACERATIONS – PUNCTURE WOUNDS

1. Apply a clean cold wet dressing and bandage loosely.
2. Refer to hospital or emergency physician.
3. If necessary, call the ambulance.

### CONVULSIVE SEIZURES

You cannot stop a seizure once it has started.

DO NOT MOVE THE PERSON FROM THE AREA.

1. Protect person from potential hazards.
2. Use gentle restraint to prevent injury from surroundings.
3. Turn on side and maintain airway after seizure has stopped.

4. When seizure is over, keep the person at rest.

5. If seizures recur over half hour period call emergency services.

6. Notify parents any time a child has a seizure in school.

### TREATMENT OF MINOR INJURY AND ILLNESS:

AT THE DISCRETION OF THE PERSON GIVING CARE TO THE CHILD THE PARENTS MAY BE NOTIFIED.

FIRST AID TRAY IS AVAILABLE IN THE HEALTH SERVICE ROOM.

#### 1. ABDOMINAL PAIN

One significant point with regard to abdominal pain is how long the person has had the pain. A child with abdominal pain of several hours, duration should be referred to a physician.

If the pain is of short duration – thirty minutes – have patient lie down and rest.

If pain continues refer to family and physician.

DO NOT GIVE ANY MEDICATION OR APPLY HEAT.

#### 2. BITES:

##### ANIMAL

1. Cleanse the area thoroughly with soap and water or soap solution.
2. Apply a cold, wet dressing.

3. Contact the parents and advise that the child should be seen by a physician.

Rabies is the chief concern in animal bites in this area. If possible the animal concerned should be identified, and picked up by humane society for observation. Danger from bites of laboratory animals, hamsters, gerbils, guinea pigs, is minimal and does not involve rabies. Bites of foxes, skunks, bats, or stray dogs or cats that cannot be found must be considered serious.

#### 3. BLISTERS:

1. Clean well with soap solution. Avoid breaking the blisters.

**3. BLISTERS: (Cont'd.)**

2. Cover with a dry dressing to prevent further rubbing and breaking of the blisters.
3. Broken blisters are easily infected and may require medical attention.

**4. FAINTING:**

Lay casualty down and deal with any obvious cause.

1. Loosen tight clothing. Raise legs slightly above level of the head. Ensure fresh air.
2. If breathing is difficult or noisy, place casualty in recovery position.
3. Allow to rest for 20 or 30 minutes. Give reassurance upon return to consciousness. May give sips of water.

**PREVENTATIVE ACTION:** Have person sit with head lowered. Rest.

**5. FROST BITE:**

DO NOT RUB OR OVERHEAT.

AFFECTED AREAS THAT BECOME NUMB AND PALE SHOULD BE WARMED AT ROOM TEMPERATURE.

If blister or pain develops refer to physician.

**6. MENSTRUAL DISCOMFORT:**

1. For mild cramps recommend regular activities.
2. With more severe cramps a short period of rest enables many girls to carry on — a few may need to go home.
3. DO NOT GIVE ANY MEDICATION.
4. Presence of abdominal discomfort not definitely explained as menstrual discomfort may signify appendicitis or other emergency condition which may require referral to a physician.

**7. NOSE BLEEDS:**

1. Have patient sit and lean forward.
2. Pinch nostrils together firmly below the bridge of the nose — continue for about five minutes without releasing pressure.
3. Instruct person not to blow nose.
4. If bleeding continues for more than 20 minutes, or seems serious and not controlled by direct pressure, refer to physician or hospital emergency. A few of these can be very serious.

**8. PARTICLE IN THE EYE:**

1. DO NOT RUB THE EYE.
2. If particle is seen on edge of inverted eyelid, it may be removed with moist Q-tip. DO NOT ATTEMPT TO REMOVE FOREIGN BODY ON THE EYEBALL.

Dry dressing may be used to keep eyelids closed. Refer to physician or hospital emergency.

**9. TOOTHACHE:**

Refer to dentist.

## PRIORITY II — SERIOUS DEGREE OF URGENCY CALL AMBULANCE AT ONCE

There are many causes of unconsciousness involving head injury, electric shock, poisoning, including the misuse of drugs, diabetic coma, insulin reaction, stroke, heart attack and internal bleeding.

### SIGNS OF UNCONSCIOUSNESS:

The person cannot be roused, may appear flushed or pale — breathing may be laboured and noisy, or shallow, or absent.

1. Consider possibility of a spinal injury. In such a case do not move the victim. If there is no spinal injury, ensure clear airway. If breathing begins to fail or stops, commence mouth to mouth resuscitation immediately. Loosen tight clothing about neck, chest and waist.
2. If person is breathing turn on side — head tilted to maintain an adequate airway. Ensure good supply of fresh air — check for bleeding or other injuries. Place casualty in recovery position if possible.
3. DO NOT GIVE ANYTHING BY MOUTH. Keep warm.
4. Check personal effects for medical identification — medical alert card or bracelet.
5. Call ambulance and refer to medical care.
6. Do not leave unattended.
7. If consciousness returns, casualty's lips may be moistened with water.

### HEART ATTACK

Heart attacks, or coronary occlusion, are practically unheard of in the student age group but may occur occasionally in the teaching staff or maintenance workers in the older age groups.

### SIGNS AND SYMPTOMS:

Where collapse, chest pain or shortness of breath are present, the First Aider should suspect the probability of a heart attack. There is pain in the chest or upper abdomen, sometimes radiating down left arm or both arms and neck. There may be extreme shortness of breath and apprehension and cold sweat may be present.

These signs may be associated with exertion or come on without warning. In any case urgent examination in hospital is indicated. The death rate in the first hour is high, and the proper place for such a patient is the intensive care unit in hospital.

1. Keep the patient in the position most comfortable for him. Loosen clothing about neck, chest and waist.

2. Keep him quiet and no unnecessary movement. Reassure the patient and keep him warm.
3. Do not give drugs or fluids without a doctor's order. (Patient may be carrying prescribed medication that should be taken. First-aider should help in such a case.)
4. If breathing fails, begin Artificial Respiration immediately.
5. Move to hospital by ambulance as soon as possible.
6. In the case of Angina, the First Aider should assist the casualty in taking the prescribed medication.
7. If casualty becomes unconscious, apply the general rules for unconsciousness.

### SUSPECTED SPINAL INJURY

Where medical help is available NO attempt should be made to move a casualty.

All doubtful cases should be considered to be a fracture.

Proceed as follows for conscious victims. (In case of unconsciousness, check above).

- warn casualty NOT to move
- support victim in the position found
- cover with a blanket
- obtain medical aid
- examine for any other injuries
- avoid any movement.

N.B. These comments naturally do not apply to minor back injuries associated with lifting, slips, or minor trauma. These should be assessed individually.



# HOW FIRST AID GOES TO SCHOOL



“C’mon Charlie – we’re needed at school!”

ISSUED BY ST. JOHN AMBULANCE  
46 WELLESLEY STREET EAST  
TORONTO, ONTARIO

Consult  
St. John Ambulance



### ABOUT ACCIDENTS

School attendance is affected and education interrupted or arrested by accidents which confine pupils to hospital or home. The Canada Safety Council has issued statistics on accident fatalities in Canada which emphasize the necessity for more accident prevention training.

In 1970, next to motor vehicles, the home accounted for most fatal accidents - 33.5%. Of this figure, 6% were children in the 5 to 14 year age group. 20% of all accidental deaths from drowning occurred in this same age group.

### BENEFITS OF FIRST AID TRAINING

School populations will benefit from having teachers and students trained in First Aid on hand during regular class hours as well as at school sports activities and other functions.

Our files prove the benefits of knowing what to do in an emergency. They contain hundreds of documented cases in which prompt, efficient First Aid has prevented additional injury to the casualty, promoted earlier healing and saved lives.

Our courses stress accident prevention as well as what to do if an accident does occur. Recently a ten year old Cub Scout guided his mother in the steps of mouth to mouth resuscitation and in so doing saved the life of a neighbour's baby when it had stopped breathing.

### STUDENTS TRAINED FREE

The Emergency First Aid course teaches skills only and there is no written test. While students ten years of age (or Grade 5) and over are eligible we suggest that this training be emphasized in Grades 7 and 8. The course is free to school children. To qualify for a certificate pupils are asked to demonstrate that they have learned the techniques required to stop bleeding, start breathing, immobilize broken bones and look after an unconscious person.

The course can be incorporated with the Health class or conducted at noon hour or after school. In all it takes eight hours but the time can be divided into periods of any suitable length from one-half to two hours.

### COST OF SUPPLIES

There is a small cost per student for course supplies (the textbook and bandage). Some schools purchase the textbooks for one or two classes and use them on a library basis for those pupils taking the course.

### HOW TO PARTICIPATE

Any school teacher who holds a valid St. John Ambulance Standard Certificate can instruct, and if required, examine school children in the Emergency First Aid Course.

A representative of St. John Ambulance will meet with school boards, school principals or teachers on request, to supply additional information and get the programme started.



Contact the branch of St John Ambulance in your area to register for any of these courses or write to the Director of Training at the address shown below.

# ST JOHN AMBULANCE

## COURSES FOR SAFETY

ISSUED BY ST JOHN AMBULANCE  
46 WELLESLEY STREET EAST  
TORONTO, ONTARIO

You can be prepared for any emergency with St John Ambulance training that increases your awareness of the causes of accidents and makes you more safety conscious.

Knowing what to do and what not to do is important in First Aid treatment when an accident does occur. The right care given quickly reduces the risk of complications and promotes earlier healing.

Each student receives and retains the textbook related to the course he takes.

Certified First Aid Courses progressing through three levels are available as follows:

#### EMERGENCY FIRST AID COURSE

This course is open to everyone and teaches the basic First Aid skills needed to stop bleeding, start breathing, cope with broken bones and deal with an unconscious patient. You are tested on your ability to handle these emergencies. There is no written examination. All this is taught in eight hours or four two-hour sessions. Textbook used is "Fundamentals of First Aid". This is the course required for First Aiders in firms where there are up to five employees.



#### STANDARD FIRST AID COURSE

A more intensive First Aid training, the Standard Course is 16 hours long or eight two-hour lessons, including a written and practical test. This training is required by the Workmen's Compensation Board for First Aiders in companies with more than five employees. Others trained to the Standard level include policemen, fire fighters, school teachers, playground supervisors, first year nursing and medical students, as well as the general public. Textbook used is "First Aid - 2nd Canadian Edition".



#### ADVANCED FIRST AID COURSE

This is essentially a course for Master First Aiders. It consists of 30 hours of formal instruction, programmed learning and directed reading and provides a comprehensive extension of the Standard First Aid Course. This course will be attractive to instructors and professional First Aiders operating a large First Aid facility or in an isolated area.

Safety and accident prevention are also stressed in the Advanced Course. Only those with an excellent knowledge of Standard First Aid will be accepted for this course as it involves complex theoretical and practical studies. The examination will be both written and practical. Textbooks used are "Emergency Care of the Sick and Injured", "First Aid - 2nd Canadian Edition" and supplementary pamphlets.



#### SPECIALIZED MODULAR TRAINING

To meet the hazards of certain industries, specialized training modules have been devised. These offer training in depth on such subjects as Resuscitation, including the administering of oxygen and Redressing of Wounds.

The Medical Committee of St John Ambulance reviews the particular need and approves the content of each module. If requested, other such modular courses can be established to cover special hazard areas peculiar to a particular industry or a geographical location.

#### TRAINING FOR ST. JOHN AMBULANCE INSTRUCTORS

A 40 hour Course in Methods of Instruction trains selected qualified First Aiders in the latest techniques of effective teaching and in the use of modern teaching aids. This course develops the qualities of leadership and effective communication that are required to teach not only First Aid but any subject in which the Instructor is an expert.

For more information ask for a copy of the St John Ambulance brochure entitled "The Power of Teaching".



#### HOME NURSING COURSE

Do you know the short cuts and improvisations that help save you steps, time and energy in caring for a member of your family who is ill at home?

The St John Ambulance Home Nursing Course teaches you this as well as the basic nursing procedures you need to know. It teaches care of the aged and the young, and how to combat the spread of infection.

The course takes 12 hours or six two-hour lessons including the written and practical test. It is available on IVC video tape and by special arrangement can be shown on closed circuit TV to large groups. Textbook is "Patient Care in The Home".



#### CHILD CARE COURSE

This is a comprehensive course specifically directed to the care of children from newborn infants to six years of age. The information it contains is invaluable to young mothers and fathers and to baby sitters. Lessons stress safety precautions to be taken against accidental injuries and poisoning, behavioural development, how to recognize common childhood ailments and what to do about them.

The course consists of eight two-hour sessions including the practical and written test. Textbook used is "Child Care in The Home".



#### SAVE A LIFE

St John Ambulance offers free training in oral and manual resuscitation. This training has been the means of saving countless lives. It is used in cases of drowning, electric shock, strangulation, heart attack and when someone has been struck by lightning.

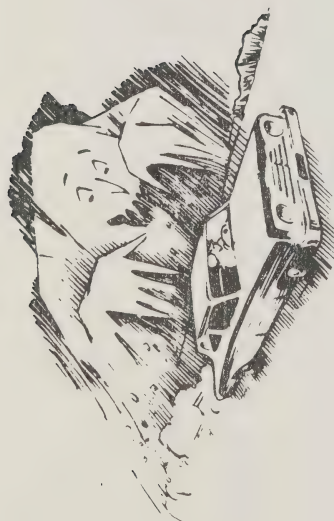
Everyone should learn the correct artificial respiration skills. They're so easy that even ten-year-olds can master them. Groups of 20 can be trained in a two-hour class.







6



BAD  
WEATHER



## BAD WEATHER

### BEHAVIOURAL OBJECTIVES:

The student shall:

- A. become familiar with the various types of bad weather conditions;  
B. become familiar with safety procedures during various types of bad weather conditions;  
C. become familiar with safety precautions to be taken during various types of bad weather conditions.

OBJECTIVE/CONCEPT	SUGGESTED ACTIVITIES	RESOURCES
<p><b>A. BAD WEATHER CONDITIONS</b></p> <p><i>Students shall become familiar with the various types of bad weather conditions.</i></p> <p><i>Given the terms blizzard, flash flood, hurricane and tornado, the student will be able to define each on paper and discuss safety procedures necessary.</i></p> <p><i>Given the condition blizzard, flash flood, hurricane and tornado, the student will state what causes the condition, and how to protect himself/herself and others from injury.</i></p> <ol style="list-style-type: none"> <li>1. Blizzards               <ul style="list-style-type: none"> <li>— definition</li> <li>— terms</li> <li>— safety procedures</li> </ul> </li> <li>2. Flash Floods               <ul style="list-style-type: none"> <li>— definition</li> <li>— terms</li> <li>— safety procedures</li> </ul> </li> <li>3. Hurricanes               <ul style="list-style-type: none"> <li>— definition</li> <li>— terms</li> <li>— safety procedures</li> </ul> </li> <li>4. Tornadoes               <ul style="list-style-type: none"> <li>— definition</li> <li>— terms</li> <li>— safety procedures</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>— Construct diagrams showing similarities and differences in blizzards, flash floods, hurricanes and tornadoes.</li> <li>— Write a short news bulletin 'on the scene' of a blizzard, flash flood, hurricane and tornado.</li> <li>— Establish the types of natural disasters that occur, their causes, location or likely occurrence and effect on individuals and communities.</li> <li>— Discuss the increased likelihood of accidents due to inclement weather.</li> <li>— Compile a list, through discussion, of possible emergencies each individual should be prepared to meet. (Based on observations and experiences of class members)</li> </ul>	<p><b>N.B. Some are provided "at cost".</b></p> <p><i>Materials and Literature:</i></p> <p>A variety of materials and literature are available from the following organizations, on request:</p> <p>The Canadian Red Cross Society</p> <p>St. John Ambulance</p>
<p><b>3. SAFETY PROCEDURES</b></p> <p><i>Students shall become familiar with safety procedures during various types of bad weather conditions.</i></p>	<ul style="list-style-type: none"> <li>— Discuss and practise safety procedures for your school for natural phenomena which might occur in your immediate area.</li> <li>— Invite a representative from the Emergency Measures Organization to explain its function and to discuss your community's readiness for emergencies.</li> </ul>	<p><i>Materials and Literature:</i></p> <p>A variety of materials and literature are available from the following organizations, on request:</p> <p>The Canadian Red Cross Society</p> <p>St. John Ambulance</p>



OBJECTIVE/CONCEPT	SUGGESTED ACTIVITIES	RESOURCES
<p><b>B. SAFETY PROCEDURES (Cont'd.)</b></p>	<ul style="list-style-type: none"> <li>— Make a bulletin board display of natural emergencies and what would be needed in each of these emergencies.</li> <li>— Have a Ministry of Health representative explain the importance of health during an emergency.</li> <li>— Prepare lists of foods, clothing, First Aid Kit and equipment needed for an emergency.</li> <li>— Survey areas around school and home for protection in the event of man-made or natural disaster.</li> <li>— Draw up a plan for family protection or evacuation in case of emergency or disaster.</li> <li>— Organize into groups and investigate selected topic. Demonstrate selected emergency or disaster procedures.</li> <li>— Incorporate first aid and disaster training whenever opportunity comes up in other areas of health education.</li> <li>— Refer to The Canadian Red Cross Society and St. John Ambulance First Aid Courses for content and learning experiences.</li> </ul>	<p>N.B. Some are provided "at cost".</p>
<p><b>C. SAFETY PRECAUTIONS</b></p> <p>Students shall become familiar with safety precautions to be taken during various types of bad weather conditions.</p> <p>Given a list of bad weather conditions, the student shall list two safety hints for each.</p> <ol style="list-style-type: none"> <li><b>Ice</b> <ul style="list-style-type: none"> <li>— Walk slowly, with short steps.</li> <li>— Be careful of icicles.</li> <li>— Check thickness.</li> </ul> </li> <li><b>Snow</b> <ul style="list-style-type: none"> <li>— Clean off stairs and walks.</li> <li>— Never leave shovels outside after use.</li> <li>— Snow banks.</li> <li>— Snow falling from roofs of buildings.</li> </ul> </li> <li><b>Snowballing</b> <ul style="list-style-type: none"> <li>— Do not throw snowballs at cars or pedestrians.</li> <li>— Select a safe area for snowballing.</li> <li>— Never aim for face.</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>— Draw safety posters showing important points to remember when outside during bad weather conditions.</li> <li>— Set up special area for target objects</li> <li>— Find accident statistics</li> </ul>	<p><i>Materials and Literature:</i></p> <p>A variety of materials and literature available from the following organizations on request:</p> <p>The Canadian Red Cross Society</p> <p>St. John Ambulance</p> <p><i>Film:</i></p> <p>Ministry of Transportation and Communication</p> <p>Ontario Motor League</p> <p>Ontario Provincial Police</p> <p>Canada Safety Council</p> <p>Ontario Safety League</p> <p>Statistics Canada</p>

OBJECTIVE/CONCEPT

SUGGESTED ACTIVITIES

RESOURCES

C. SAFETY PRECAUTIONS (Cont'd.)

4. Sledding

- Pick a safe place.
- Never sled on walks.
- Never trail behind vehicles.

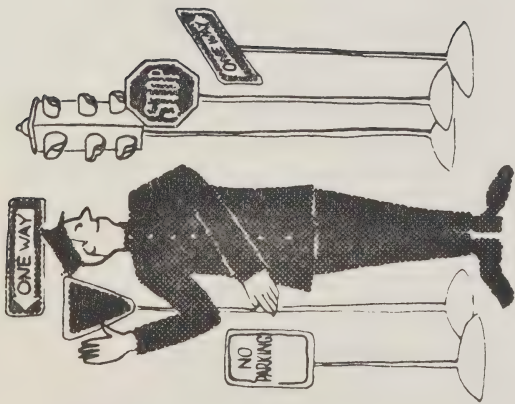
5. Rain

- Visibility is poor.
- Carry umbrella *over* head, not in front of face.
- Wear light-coloured clothing.

6. Lightning, Thunderstorms

- Avoid sheltering under tall trees.
- Stay out of bodies of water.
- Beware of fallen wires.





1

# PEDESTRIAN SAFETY





## PEDESTRIAN SAFETY

### BEHAVIOURAL OBJECTIVES

The student shall:

- learn the basic concepts of Pedestrian Safety.
- determine safe areas where he/she may play without danger from vehicular traffic.
- become familiar with responsibilities under the law with regard to crossing streets and walking on the road.
- become familiar with the duties of the police officer and one's role as 'Your Friend'.
- young or old, adopt safety habits which will enable one to LIVE with traffic.
- as one grows older, reinforce the basic safety rules and apply them to play and recreation areas where one must cope with all types of traffic situations.
- learn to distinguish between casual contact and more intimate contact in situations dealing with strangers and/or acquaintances.

### OBJECTIVE/CONCEPT

#### A. BASIC CONCEPTS

*The student shall learn the basic concepts of Pedestrian Safety.*

*The student shall become familiar with all methods of crossing streets in the safest possible manner.*

- At signal lights
- Pedestrian signals
- Pedestrian crossovers
- Uncontrolled intersections
- Marked school crossings
- With adult crossing guards
- With School Safety Patrols

### SUGGESTED ACTIVITIES

- Class discussion – "What is Safety?"
- Safety story read to class followed by discussion period.
- Safety songs (make them up).
- Reinforce, through example and discussion, the identification, meaning, and sequence of RED, YELLOW, and GREEN traffic signals.
- Traffic Safety Games played with painted signs to represent traffic lights and pedestrian signals. Pedal cars may be used to represent the added dangers of crossing in traffic.
- Start a Safety Scrapbook using pictures from magazines or hand drawings to illustrate all safety rules and topics discussed. Additional material may be added following each class.
- Maximum use should be made of the local Community Services Officer in the classroom talking with the students.
- Safety mural for classroom display started with drawings representing each section in the study of SAFETY.
- With the aid of parents, chart on a map each student's "Safest Route to School" for those who walk each day.

*The student shall review and put into practice Elmer's basic Safety Rules.*

### RESOURCES

**N.B. Some are provided "at cost".**

*Poster:*

Ministry of Transportation and Communications

*Safety Story:*

Ministry of Transportation and Communications

*Booklets:*

Ministry of Transportation and Communications

*Song:*

Ministry of Transportation and Communications

*Booklets and Pamphlets:*

Ontario Safety League

Ministry of Transportation and Communications

Ontario Motor League

Ontario Provincial Police

Canada Safety Council

OBJECTIVE/CONCEPT	SUGGESTED ACTIVITIES	RESOURCES
<p><b>B. SAFE PLAY AREAS</b></p> <p><i>Through discussion, the student shall determine 'Safe Play Areas' in the vicinity of his school and home.</i></p> <ol style="list-style-type: none"> <li>1. Protected driveways or patio areas</li> <li>2. Backyard sandbox</li> <li>3. Supervised parks and playgrounds</li> <li>4. NEVER in the streets</li> </ol> <p><i>The student shall be made aware of the dangers of playing in the street</i></p> <ol style="list-style-type: none"> <li>1. Traffic dangers</li> <li>2. Parked cars</li> <li>3. NEVER chase toys into streets</li> </ol> <p><i>The student shall learn the proper and safe play areas for riding toys such as tricycles, wagons, scooters, etc.</i></p> <ol style="list-style-type: none"> <li>1. Sidewalks</li> <li>2. Protected driveways or patios</li> <li>3. NEVER on the street</li> </ol> <p><i>The student shall develop safe play habits following the five basic rules outlined below:</i></p> <ol style="list-style-type: none"> <li>1. ALWAYS play in safe areas away from traffic.</li> <li>2. NEVER play on streets or roads.</li> <li>3. NEVER hitch rides on cars, trucks, or buses.</li> <li>4. NEVER enter the street from between parked cars.</li> <li>5. ALWAYS ride wagons and tricycles on the sidewalk, NOT streets.</li> </ol>	<ul style="list-style-type: none"> <li>— Discuss the "Sandbox Poster".</li> <li>— Children tell about places they think are safe play areas. Draw pictures to illustrate.</li> <li>— Discuss meaning of the word "Safe".</li> <li>— Children collect pictures of safe play areas from papers or magazines.</li> <li>— Conclude session with "The Safe Way".</li> <li>— Discuss "Bouncing Ball Poster".</li> <li>— Safety story read to class followed by group discussion involving <i>all</i> of the students in the group.</li> <li>— Safety games — activity to actively involve <i>all</i> students (many versions can be used to suit the class size and the space available).</li> <li>— Conclude session with "The Safe Way".</li> <li>— Review the first two posters and reinforce the Safety Rules concerned.</li> <li>— Discuss "Tricycle Poster". Have class name other toys which should fit into this same class (wagons, scooters, pedal-cars, etc.)</li> <li>— Conclude session with "The Safe Way".</li> <li>— Review the safety posters discussed so far. Show and discuss posters #2 and #4. Students should be urged to tell personal experiences related to these two rules.</li> <li>— Teach song "Play Safely, It's Best" and review the "Safety Round".</li> <li>— Continue work on Safety Mural and Safety Scrapbook.</li> <li>— Safety Bulletin Board — prepare a display of all pamphlets and posters which relate to safety.</li> </ul>	<p><b>N.B. Some are provided "at cost".</b></p> <p>Ministry of Transportation and Communications</p> <p>Newspaper and magazines from which pictures may be cut</p> <p>Colouring books or duplicated materials for students to colour and take home</p> <p><i>Poster:</i></p> <p>Ministry of Transportation and Communications</p> <p><i>Poster:</i></p> <p>Ministry of Transportation and Communications</p> <p><i>Safety Story:</i></p> <p>Ministry of Transportation and Communications</p> <p><i>Ministry of Transportation and Communications</i></p> <p>Canadian Red Cross</p> <p>Ontario Safety League</p> <p>Ontario Motor League</p> <p>Ontario Provincial Police</p> <p>Canada Safety Council</p>

## OBJECTIVE/CONCEPT

### C. RESPONSIBILITIES UNDER THE LAW

*The student shall learn the safe way to cross a busy street or intersection.*

1. With adult crossing guard
2. Hold an adult's hand to cross
3. NEVER run across a street

*The student shall become familiar with the sequence and meaning of colours on a traffic signal light.*

1. Red, Yellow, and Green
2. Flashing Green
3. Pedestrian walk signals

*The student shall develop safe walking habits when using streets and highways.*

1. When sidewalks are provided
2. When there are no sidewalks
3. At night
4. Under adverse weather conditions

*The student shall become familiar with the laws and regulations imposed by governmental agencies.*

1. Highway Traffic Act
2. Criminal Code of Canada
3. Negligence Act
4. Summary Convictions Act
5. Municipal By-laws

## SUGGESTED ACTIVITIES

- Discuss "Mother and Child Poster".
- Through discussion, develop reasons for holding an adult's hand and looking both ways before crossing a busy street.
- Mark out a street and intersection on classroom floor or safe parking area and practise the safety rules.
- Possible construction of safety village in conjunction with Ontario Provincial Police community services officer.
- Conclude session with "The Safe Way".
- General review of all posters.
- Read and discuss the Safety Story.
- Prepare drawings showing traffic lights and signals.
- Children make drawings of "Michael's Daddy's Coffee Mug" and explain.
- Children read and learn the safety poem from the story.
- Use of pedal cars will emphasize the safe movement of traffic and people at traffic lights.
- Conclude session with "The Safe Way".
- Discuss safety poster #6.
- Review "Best Route to School" as it applies to this rule.
- Continue Safety Scrapbook.
- Continue Safety Mural showing scenes of Safe Walking Habits.
- Read with the students the sections in "Safety First" which deal with the walking habits.
- Discuss all dangers that might be caused by walking in conditions of adverse weather — e.g. rain, snow, icy streets, etc.
- Through class and group work, make a mural of pedestrian laws as set up under the Highway Traffic Act and the Criminal Code of Canada.
- Local council member should come to class to speak on local By-laws.
- Lawyer, magistrate, or judge could speak with class about our Judicial system — followed by field trip to a local session of court.
- Sessions of "Mock Court" could be conducted in classroom.

## RESOURCES

**N.B. Some are provided "at cost".**

*Poster:*

Ministry of Transportation and Communications  
Magazines and safety pictures  
Colouring materials

*Safety Story:*

Ministry of Transportation and Communications  
Several toy pedal-cars either brought by students or borrowed from a local retail store.

*Booklet:*

Ministry of Transportation and Communications

OBJECTIVE/CONCEPT	SUGGESTED ACTIVITIES	RESOURCES
<p><b>D. POLICE OFFICER – DUTIES AND ROLE</b>  <i>The student shall become familiar with the appearance, the equipment and the duties of a policeman.</i></p> <ol style="list-style-type: none"> <li>1. Uniform and equipment</li> <li>2. Duties he performs</li> <li>3. "The Policeman is Your Friend"</li> </ol>	<ul style="list-style-type: none"> <li>– Review the last two posters and reinforce the safety rules concerned.</li> <li>– Discuss the Policeman Poster, paying particular attention to his uniform and equipment.</li> <li>– Read and discuss the Safety Story.</li> <li>– "Police Game" – students take turns playing Police, using the whistle, and helping other students cross streets and intersections drawn out on floor or play area.</li> <li>– Have local police officer or O.P.P. Community Services Officer come in to talk <i>with</i> the class.</li> <li>– Review all of the safety posters with the police officer leading the discussion.</li> <li>– Students draw pictures of the police officer showing his uniform and equipment.</li> <li>– Conclude session with "The Safe Way".</li> </ul>	<p><b>N.B. Some are provided "at cost".</b>  <i>Poster:</i>          Ministry of Transportation and Communications  <i>Safety Story:</i>          Ministry of Transportation and Communications          Booklets, posters, or magazine articles showing a policeman's uniform, equipment, or duties</p>
<p><i>The student shall become familiar with the Police agencies related to safety, both in his local area and on a provincial basis.</i></p> <ol style="list-style-type: none"> <li>1. Local Police and O.P.P.</li> <li>2. Ministry of Transportation and Communications Safety Officer.</li> <li>3. Ontario Safety League and local Safety Council.</li> <li>4. School Safety Patrols.</li> <li>5. Adult Crossing Guards.</li> </ol>	<ul style="list-style-type: none"> <li>– Field trips to local or O.P.P. offices where students have an opportunity to see all phases of Police work and question the duties and responsibilities of each office.</li> <li>– Panel discussion on Safety led by community resource persons</li> <li>– Guest speakers from Ontario Safety League or local Safety Council, etc.</li> <li>– Students should work with and help the School Safety Patrols.</li> </ul>	<p><i>Slide Program:</i>          (Available from local Community Services Officer – Ontario Provincial Police)  <i>Pamphlets and booklets:</i>          Ontario Safety League          Ministry of Transportation and Communications.  <i>Resource Booklets:</i>          – Driver's Handbook          – Highway Traffic Act          – Municipal By-laws          Posters, etc.          Canada Safety Council</p>



**E. LIVING WITH TRAFFIC**

*The student shall develop safe habits and proper conduct in connection with the School Bus.*

1. Entering and leaving the bus
2. The bus driver — role
3. School Bus Patrols
4. Proper conduct on the bus
5. Crossing the highway

*The student shall develop a sense of responsibility for his own personal safety as well as the safety of others.*

1. By setting a good example to younger students
2. By assisting younger students to cross the street safely
3. By assisting old, infirm, or handicapped persons
4. By co-operating in all safety programs conducted in the school

*"INVOLVEMENT is the key to any good Safety Program"*

**F. REINFORCEMENT OF BASIC SAFETY RULES**

*The student shall become aware of safe bicycling habits as they relate to the pedestrian and his rights and responsibilities in traffic.*

*The student shall develop an understanding of the reasons for the Rules of the Road.*

1. Answer the "WHY's" to all of the rules.

*The student shall develop a thorough knowledge of the rules of good safety through study, a personal analysis of habits, and implementation into daily practice, of the safety messages he has learned.*

- See safety unit "School Bus Safety".

- Murals and drawings.
- Simulated T.V. programs.
- Panel discussions.
- Debates.
- Safety Poster Contest.
- Safety Slogan Contest.
- Safety contests, games, and songs (teacher or students make them up).
- Stories, poems, or songs composed by students and presented to the public through radio, T.V. or the newspapers.

- See safety unit "Bicycle Safety".

- Ideas should be developed through class or group discussion. Each student should make his own discovery in understanding and appreciating the reasons for the Rules of the Road and the possible consequences of ignoring them.

- Many films and film strips listed will lead to meaningful class discussions.

- Other branches of safety within the school should be involved:

- e.g.
- Safety Patrol Leaders
  - School Bus Patrols
  - Bicycle Safety Club
  - Local Resource People

- Students should be urged to participate in all school safety programs:

- Safety Patrols
- School Bus Patrols
- Bicycle Safety Rodeo

See unit on "School Bus Safety"

Library and reference books  
Teacher or student prepared safety materials  
Senior class members who are interested in and concerned about safety  
Local police or O.P.P. Community Services Officers  
Films

OBJECTIVE/CONCEPT	SUGGESTED ACTIVITIES	RESOURCES
<p><b>F. REINFORCEMENT OF BASIC SAFETY RULES (Cont'd.)</b></p>	<ul style="list-style-type: none"> <li>Establishment of a Safety Council within the school – (SAFETYCO). This is an extra-curricular activity guided by an interested teacher. Each class selects two representatives, a boy and a girl. Meetings are student directed and are held either weekly or bi-monthly. Students discuss school activities as they apply to safety. Some suggested activities SAFETYCO groups might undertake are:               <ul style="list-style-type: none"> <li>taped messages for broadcast over PA in the schools.</li> <li>prepared safety tips for publishing in the local media.</li> <li>safety posters and murals.</li> <li>speakers and special programs for safety assemblies in the school.</li> <li>provide students to act as Safety Guides on duty at playground to watch for unsafe practices by other students.</li> </ul> </li> </ul>	
<p><b>G. The student shall learn to distinguish between casual contact and more intimate contact in situations dealing with strangers and/or acquaintances.</b></p>	<ul style="list-style-type: none"> <li>Conduct class discussions dealing with child molestation which include the following:               <ul style="list-style-type: none"> <li>child molesters may come from any economic level in society and may be young, middle-aged or elderly, male or female.</li> <li>the molester is often known to the child (well-acquainted in over 50% of the cases).</li> <li>child molesters use many tricks to entice or force their victims to go with them.</li> </ul> </li> </ul> <p><b>List of O.P.P. Rules</b></p> <ol style="list-style-type: none"> <li>Never hitchhike or accept a ride from a stranger.</li> <li>Never take money, candy or gifts from a stranger.</li> <li>Never invite strangers into the home when alone.</li> <li>Never stand near a car when giving a stranger directions.</li> <li>Never play in empty or deserted buildings.</li> <li>Never be lured into a house, washroom or isolated areas.</li> <li>Never play alone in alleyways or isolated areas.</li> <li>Never take short cuts through empty fields.</li> <li>If you are molested or you see a suspicious person lurking near school grounds, parks or in the neighbourhood, immediately advise your parents, a relative, an older friend, teacher or policeman.</li> </ol>	<p>O.P.P. O.S.L. Canadian Red Cross</p>

## List of O.P.P. Rules (Cont'd.)

10. Run and scream if anyone tries to molest you.
11. Scatter your books or belongings if you are forced towards a building or car. These will make people aware that something wrong has occurred.
12. Remember what the person looks like; size, colour of hair, eyes, clothes, car description.
13. Copy the licence if a friend enters a strange car, write it in the dirt if nothing else is available.
14. Parents, check all potential babysitters, and be knowledgeable about older friends your child may have.
15. The police officer is your friend. Rely on him if in trouble.
  - Know how to get help quickly by dialing “O” and telling operator what is wrong.
  - Where a Block Parent Program is in operation :
    - display and discuss symbol and where it is located in the home.
    - discuss purposes of the program.
    - discuss procedures to follow if “in trouble” .

O.S.L.

## PEDESTRIAN SAFETY

### SUMMARY

- I. 1. Each Elmer Poster should be completely understood by each student.
2. Lay out diagrams on classroom floor or school yard with washable paint or tape to simulate an intersection. Students are able to put into practice the safety rules which they have learned. They can practise under varied conditions — traffic lights, policeman, crossing guard, Safety Patrol, adults, or without supervision.
3. Pedal cars or tricycles may be used to simulate traffic conditions. Students take turns acting out the various roles.
4. A good selection of Safety Films is available. These should be used extensively in class to stimulate discussion. Limitless art or story projects may be developed from these discussion groups.
5. Discuss newspaper or magazine articles or any special events which might provide a meaningful learning experience.
6. Elmer Paper Puppets: Role-playing through the use of class-constructed paper bag or stick puppets may be a meaningful review exercise to reinforce the Safety Rules.
7. Co-operative paragraphs or stories may be developed in class and written on board or poster by the teacher. Source of information or topic may be a safety rule or a hazardous situation which has occurred locally or in the news.
8. Television Program: Large cardboard box will make a set; a roll of brown paper or shelf paper with a broomstick roller for screen; scenes or pictures painted on the paper and rolled across the screen. Can become a class or group project in which one group prepares the pictures while another writes the scripts.
9. By the end of Grade 3, all students should know how to use the streets and highways in safety; know where to play safely; and have formed proper and safe traffic attitudes.

### II. The students should:

1. know, understand and follow the safety rules for pedestrians and cyclists.
2. have developed a sense of responsibility for their own and others' safety.
3. understand and appreciate the role played by the police in safety.
4. have developed proper attitudes about the safety rights of others when playing, walking and cycling.
5. by the end of the sixth grade, be capable of accepting responsibility for their own and others' safety by —
  - (a) volunteering for membership in the local school Safety Patrol or School Bus Safety Patrol if such organizations are in service.
  - (b) supporting and co-operating with these patrols whether they are members or not.

### III. The students should:

1. know the basic requirements of the Highway Traffic Act in readiness for the time when they will be seeking a beginner's licence to drive a motorcycle or an automobile.
2. have developed correct safety habits and considerate attitudes which will help make them safer and more courteous cyclists now and better drivers of motor vehicles in a few years.



8

# DRIVER SAFETY





## DRIVER SAFETY PROGRAM

### BEHAVIOURAL OBJECTIVES

The student shall:

- A. develop an awareness of the relationships between a driver's physical, mental and emotional characteristics and one's ability to operate a motor vehicle safely;
- B. develop an awareness of the meaning and functions of the "Rules of the Road", pavement markings, and traffic signs and signals;
- C. develop the skills required for safe and efficient operation of a motor vehicle in preparation to meet the requirements for a provincial driver's license;
- D. develop the skills necessary to drive safely under all conditions — at night in snow, fog, rain, on icy roads, on crowded streets, on open highway and on sand and gravel;
- E. develop an alertness for the mistakes of other drivers and the carelessness of pedestrians;

### OBJECTIVE/CONCEPT

- A. 1. *The student shall be made aware of the objectives and requirements for successful completion of a driver education course.*
2. *The student shall discover the impact of the automobile industry on our present-day life-style.*
3. *The student shall learn to recognize both good and bad driver attitudes.*

- B. 1. *The student shall learn to identify and interpret the meanings of modern signs and traffic signals.*

### SUGGESTED ACTIVITIES

- Discussion of "Why take a Driver Education Program?"
- Outline course requirements and standards to be met in classroom and in-car phases.
- Effects of industry on people
  - (a) economic importance
  - (b) pollution problems
  - (c) danger problems.
- Discuss major causes of traffic collisions.
- Discuss — "Why do drivers commit unsafe acts?"
- After viewing appropriate films discuss the basic types of mental attitudes, how they will reflect in driver action, and how they might be changed.
- Through example and discussion, develop understanding of traffic signs and signals
  - (a) regulatory signs
  - (b) warning signs
  - (c) guide signs
  - (d) signal lights
  - (e) pavement markings.

### RESOURCES

**N.B. Some are provided "at cost".**

*Course Handbook:*

Ministry of Transportation and Communications

*Resource Guide:*

Ministry of Education — Curriculum Branch

*Film:*

Modern Talking Picture Service

*Texts:*

Ministry of Transportation and Communications

Newspaper and magazine articles related to these topics

*Film:*

Ontario Safety League

Ontario Provincial Police

Local Police

International Harvester

*Posters and other resources:*

Ministry of Transportation and Communications

OBJECTIVE/CONCEPT	SUGGESTED ACTIVITIES	RESOURCES
<p>B. 2. The student shall develop an understanding of and appreciation for the "Rules of the Road" which control the movement of traffic.</p>	<ul style="list-style-type: none"> <li>With reference to the "Driver's Handbook", discuss the rules under which a driver must operate a vehicle.</li> <li>Blackboard diagrams, filmstrips, and transparencies may be prepared to help illustrate most points.</li> </ul>	<p>N.B. Some are provided "at cost".</p>
<p>C. 1. The student shall develop an understanding of "Nature's Driving Laws" and come to realize the serious consequences which might develop if any of these laws is broken by a driver.</p>	<ul style="list-style-type: none"> <li>Discuss how the "Laws of Physics" affect driving a motor vehicle — friction, inertia, centrifugal force, gravity, kinetic energy, force of impact.</li> <li>Practical experiments may be performed to illustrate all of these laws.</li> <li>Discussion should include the consequences of ignoring these laws when driving.</li> <li>Study of accident reports will show which collisions involved violations of "Nature's Driving Laws".</li> <li>Discuss the distance and factors involved in bringing a vehicle to a stop               <ul style="list-style-type: none"> <li>(a) perception distance</li> <li>(b) reaction distance</li> <li>(c) braking distance</li> </ul> </li> <li>Through use of diagrams, charts, or overheads, show the various types of streets and intersections commonly associated with urban driving.</li> <li>Discuss types of driving hazards common to the urban area and the safe way to avoid them.</li> </ul>	<p><i>Films:</i> Modern Talking Picture Service Ontario Safety League</p> <p><i>Texts:</i> Ministry of Transportation and Communications</p> <p>Newspaper reports or accident reports on traffic collisions.</p> <p><i>Film:</i> Canadian Industries Limited Ontario Motor League Ontario Provincial Police</p>
<p>2. The student shall develop an awareness of the forces necessary to bring a vehicle to a safe, controlled stop.</p>	<ul style="list-style-type: none"> <li>Using diagrams and charts, explain the three major types of road systems.</li> <li>Discuss types of hazards common to driving in a rural area.</li> <li>Develop the factors which may contribute to the high fatal collision rate on the highways of Ontario.</li> </ul>	<p><i>Films:</i> Ontario Safety League Modern Talking Picture Service</p> <p><i>Filmstrip:</i> Shell</p> <p><i>Texts:</i> Ministry of Transportation and Communications Transport Canada</p>
<p>3. The student shall become aware of the hazards and problems related to driving in towns and cities.</p>	<ul style="list-style-type: none"> <li>Through use of chart or overheads, discuss the special characteristics of a freeway.</li> <li>Discuss proper uses of the acceleration and deceleration lanes and the responsibility to drivers.</li> <li>Explain and discuss the terms "velocity" and "highway hypnosis".</li> </ul>	<p><i>Films:</i> Ontario Safety League</p> <p><i>Filmstrip:</i> Shell</p> <p><i>Texts:</i> Ministry of Transportation and Communications</p>
<p>4. The student shall become familiar with the problems encountered driving in the country.</p>	<p>The student shall become familiar with the skills and habits necessary to drive on the freeway or super highway.</p>	<p><i>Chart:</i> Ministry of Transportation and Communications Canada Safety Council</p>

## OBJECTIVE/CONCEPT

## SUGGESTED ACTIVITIES

## RESOURCES

D. 1. The student shall develop an understanding of the hazards of driving under adverse conditions and the skills necessary to do so in safety.

2. The student shall become familiar with the hazards of winter driving conditions.

E. 1. The student shall become aware of the pedestrian problem in traffic including both the "rights" and responsibilities of one's movements.

F. 1. The student shall become aware of the importance of good vision to anyone who drives a motor vehicle.

2. The student shall be made aware of the disabilities, both permanent and temporary, which might affect one's ability to drive a motor vehicle.

- Discuss and develop a list of requirements for a competent driver.
- Through use of film or filmstrip, discuss conditions of weather or pavement which could cause skids.
- Discuss "Conditions of Poor Visibility".
- Discussion of precautions necessary to prepare the vehicle for winter driving.
- Three main hazards of winter driving are: "over-powering", "over-steering", and "over-braking". Discuss the hazards presented and the methods to avoid each.
- Discuss proper methods of starting, driving, and stopping on slippery surfaces.
- Discuss the pedestrian problems in general and the local area in particular.
- Examine accident reports or newspapers to determine the age of pedestrians and types of accidents in which they were involved.
- Discuss effects of alcohol on pedestrians and relationship to potential accidents.
- Discuss the basic vision problems which would present a problem to a driver — develop ways in which each of these problems may be corrected or compensated for to improve the driver's seeing abilities.
- Discuss the importance to a driver of having good vision.
- "Drivers' Reference Point" — where should it be under various driving conditions.
- List factors which might result in conditions of poor visibility.
- Discussion period led by doctor concerning such permanent disabilities as diabetes, epilepsy, heart disease, etc.
- Students may be given vision and hearing tests to determine any handicap.
- Class discussion on some temporary disabilities such as fatigue, illness, carbon monoxide, etc.

**N.B. Some are provided "at cost".**

**Films:**  
Modern Talking Picture Service  
Ontario Safety League

**Texts:**  
Ministry of Transportation and Communications

**Film:**  
Ontario Safety League

**Texts:**  
Ministry of Transportation and Communications  
Canada Safety Council

**Film:**  
Modern Talking Picture Service  
Ontario Provincial Police

**Pamphlets:**  
Ministry of Transportation and Communications  
Ontario Motor League

**Text:**  
Ministry of Transportation and Communications  
Accident reports.

**Filmstrip:**  
Ford Motor Corporation

**Films:**  
Ontario Safety League

**Texts:**  
Ministry of Transportation and Communications  
Local M.D. or school nurse  
Local Health Unit  
Psychological testing equipment

**Texts:**  
Ministry of Transportation and Communications  
Local M.D.

**Films:**  
Ontario Safety League

OBJECTIVE/CONCEPT	SUGGESTED ACTIVITIES	RESOURCES
<p>F. 3. The student shall study the effects of alcohol and drugs on his/her ability to drive a motor vehicle.</p>	<ul style="list-style-type: none"> <li>– Discussion on effects of alcohol on a person's system.</li> <li>– Discussion led by doctor on use of both alcohol and drugs.</li> <li>– Laws imposed by both Federal and Provincial governments.</li> </ul>	<p>N.B. Some are provided "at cost".</p> <p><i>Films: (cont'd)</i></p> <p>Modern Talking Picture Service Addiction Research Foundation Ministry of Health Transport Canada</p> <p><i>Texts:</i></p> <p>Ministry of Transportation and Communications St. John Ambulance Canadian Red Cross Canada Safety Council</p> <p><i>Films:</i></p> <p>Ontario Safety League</p>
<p>G. 1. The student shall develop an understanding of traffic laws and legislation and the government bodies responsible for these laws.</p>	<ul style="list-style-type: none"> <li>– Examination and discussion of the role played by Federal, Provincial, and Municipal governments in establishing laws for driving a motor vehicle.</li> <li>– Through discussion develop the reasons for learning traffic laws.</li> <li>– Discuss the three E's of traffic safety. (Engineering, Education and Enforcement)</li> <li>– Discussions with resource personnel representing the police on topics of observance and enforcement of laws.</li> <li>– Field trip to local traffic court to observe the operation of the judicial system. This trip should be followed by discussion groups if possible led by resource persons concerned with the cases heard in court.</li> <li>– Research project topic might be – "Is Selective Enforcement used to reduce accidents in a potentially hazardous section of road or highway?"</li> </ul>	<p><i>Texts:</i></p> <p>Ministry of Transportation and Communications Ontario Provincial Police</p> <p>Community Services Officer, Member of legal profession, member of the judicial system to act as resource personnel.</p> <p>Ontario Motor League Ontario Safety League Transport-Canada Local Police</p>
<p>2. The student shall become aware of the purposes and the structure of the Ontario Demerit Point System.</p> <p>3. The student shall become familiar with the Motor Vehicle Accident Claims Fund – its purposes and its structure.</p>	<ul style="list-style-type: none"> <li>– Class discussion based on Ontario's Demerit Point System – its purpose and structure.</li> <li>– Discuss the accumulation of points – why one gets them and what happens at the six, nine, and fifteen point levels.</li> <li>– Individual projects might include such topics as: "Is the System Working?" Students interview police officers, traffic court judges, or prosecuting attorneys.</li> <li>– Class discussion aided by a representative of the Legal Profession on the structure, limits and purposes of the fund.</li> <li>– Research into accident statistics where parties received benefits.</li> </ul>	<p>Driver's Handbook Highway Traffic Act</p> <p><i>Pamphlets:</i></p> <p>Ministry of Transportation and Communications</p> <p><i>Pamphlet:</i></p> <p>Ministry of Transportation and Communications Driver's Handbook Local St. John Ambulance instructor</p>



## OBJECTIVE/CONCEPT

## SUGGESTED ACTIVITIES

## RESOURCES

G. 4. The student shall become aware of the proper first aid actions that should be taken if he/she is involved in or comes upon a traffic collision where persons have been injured.

— With the aid of trained personnel from St. John Ambulance, discuss the proper actions which should be taken to help an injured person suffering from:

- bleeding
- fractures
- breathing problems
- unconsciousness
- possible internal injuries.

(Refer to "First Aid" section of program.)

Present the First Aid Program from the Canadian Red Cross or St. John Ambulance.

5. The student shall be made aware of his/her responsibilities under the laws of Ontario if he/she:

- (a) is a driver involved in a collision, or
- (b) is the first at an accident scene, or
- (c) is a witness to a traffic collision.

— Discuss with safety officer all responsibilities under the three circumstances shown at the left.

— Examine "Collision Report Forms" and discuss the reasons for all the required information.

H. 1. The student shall become familiar with the types of automobile insurance available and the types mandatory or best suited to one's particular needs.

— Class discussion of insurance based on one of several pamphlets available.

— Local insurance agent could be invited to talk with the class about importance of having proper coverage.

— Collect newspaper clippings and reports of collision damage and claim settlements resulting in court decisions illustrating the financial importance of having proper insurance protection.

2. The student shall become aware of the factors which may affect insurance rates.

3. The student shall become aware of how young drivers rate as insurance risks and how these factors affect their insurance costs.

I. 1. The student shall become familiar with the various component systems of an automobile, how they operate, and their proper maintenance.

- Fuel System
- Electrical System
- Cooling System
- Four Stroke Cycle
- Power Train
- Braking System

*Pamphlet: (cont'd.)*  
St. John Ambulance  
Canadian Red Cross  
Safety films or film strips relating to First Aid:

Community Services Officer, O.P.P.  
Sample of "Collision Report Forms"

Canada Safety Council  
Canadian Red Cross

### *Pamphlets:*

Insurance Bureau of Canada

Local insurance agents.

Ontario Ministry of Transportation and Communications report.

### *Film:*

Modern Talking Picture Service

*Pamphlet:*  
American Motors  
General Motors

*Chart:*  
Chrysler Corporation

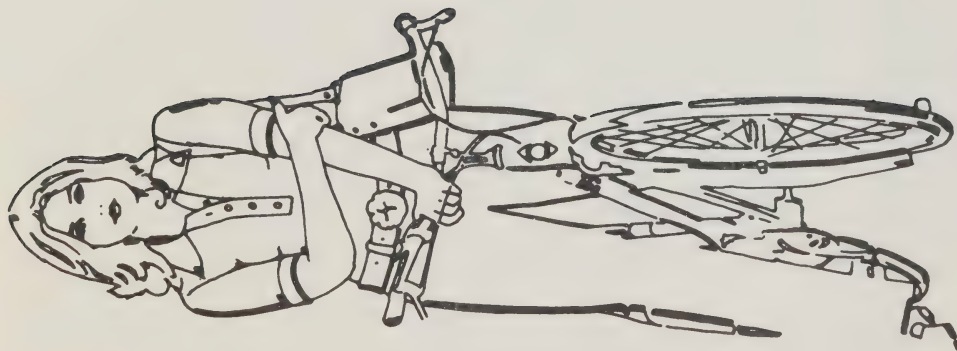
### *Texts:*

Ministry of Transportation and Communications

OBJECTIVE/CONCEPT	SUGGESTED ACTIVITIES	RESOURCES
<p>1. <i>The student shall become aware of the importance of a planned maintenance program to protect the automobile.</i></p> <ul style="list-style-type: none"> <li>— Engine lubrication</li> <li>— Chassis lubrication</li> <li>— Tire care</li> <li>— Fluid levels</li> <li>— Filters</li> <li>— Seasonal maintenance</li> </ul>	<ul style="list-style-type: none"> <li>— The "Shop Teacher" or a mechanic from a local service station should be invited to the classroom to talk with the class and answer questions pertaining to "How the Automobile Runs".</li> </ul>	<p><b>N.B. Some are provided "at cost".</b></p> <p><i>Films:</i></p> <p>Modern Talking Picture Service</p> <p>Ontario Safety League</p>
<p>3. <i>The student shall become aware of the problems and legal responsibilities involved in purchasing an automobile.</i></p>	<ul style="list-style-type: none"> <li>— Classroom discussion should include answers to the following questions:               <ul style="list-style-type: none"> <li>(a) Is your own car necessary?</li> <li>(b) Can you afford it? (Not just the initial purchase but all operating costs.)</li> <li>(c) Should you buy a new car or a used car?</li> <li>(d) What are the advantages and disadvantages of both?</li> </ul> </li> </ul>	<p><i>Texts:</i></p> <p>Ministry of Transportation and Communications</p> <p><i>Pamphlet:</i></p> <p>Ford Motor Corporation</p> <p>Ontario Ministry of Consumer &amp; Commercial Relations</p> <p>Community resource people:</p> <ul style="list-style-type: none"> <li>— mechanic</li> <li>— car dealer</li> </ul> <p>Canada Safety Council</p>
<p>4. <i>The student shall become familiar with the possible hazards of purchasing a used automobile.</i></p>	<ul style="list-style-type: none"> <li>— Classroom discussion led by teacher or competent car dealer covering the methods and checks used to determine the condition of a used car.               <ul style="list-style-type: none"> <li>— learn car's history</li> <li>— visual check for wear, fluid leaks, body repair</li> <li>— road test for operation</li> <li>— certificate of mechanical fitness.</li> </ul> </li> </ul>	<p>Ministry of Consumer and Commercial Relations</p>
<p>5. <i>The student shall become familiar with the various methods of financing the purchase of a new or used car:</i></p> <ul style="list-style-type: none"> <li>— cash</li> <li>— sources of credit</li> <li>— interest costs</li> <li>— down payment.</li> </ul>	<ul style="list-style-type: none"> <li>— Class discussion led by teacher or representative of bank, trust company or other financial institution. Emphasis should be placed on the possible hazards of borrowing money for the purchase of an automobile.</li> </ul>	<p><i>Texts:</i></p> <p>Ministry of Transportation and Communications</p> <p><i>Pamphlets:</i></p> <p>Local Banks and other lending Institutions</p> <p>Transport Canada</p> <p>Ontario Provincial Police</p> <p>Ontario Safety League</p> <p>Ontario Motor League</p> <p>Ministry of Transportation and Communications</p>
<p>J. <i>The student shall develop an awareness of safety precautions for all occupants.</i></p>	<ul style="list-style-type: none"> <li>— Discuss Seatbelt Laws.</li> </ul>	<ul style="list-style-type: none"> <li>— Ontario Safety League</li> <li>— Consumers Association of Canada</li> <li>— Canada Safety Council</li> </ul>
<p>K. <i>First-Aid (see first aid section)</i></p>	<ul style="list-style-type: none"> <li>— Illustrate and discuss the need for, importance and proper installation of child restraints.</li> <li>— Discuss dangers of unrestrained objects.</li> <li>— Driver distractions caused by passenger behaviour               <ul style="list-style-type: none"> <li>(a) noise</li> <li>(b) actions</li> </ul> </li> </ul>	

# BICYCLE SAFETY

9





## BICYCLE SAFETY

### BEHAVIOURAL OBJECTIVES

The student shall:

- A. become familiar with the history and the development of the bicycle leading up to its importance in today's society.
- B. become familiar with duties under the law having assumed the responsibility of driving a bicycle in today's traffic.

- C. become familiar with the proper methods of performing basic manoeuvres required to become a safe member of the traffic flow on our streets and roads.
- D. learn the laws and regulations which govern the movement of bicycles in traffic.
- E. develop the proper attitudes and concepts for "Safety in Traffic", and impart ideas of good safety practices to others.

### OBJECTIVE/CONCEPT

#### A. BICYCLE — HISTORY AND DEVELOPMENT

*The student shall trace the history of the bicycle from its early beginnings to the present.*

*The student shall become familiar with the various types of bicycles:*

1. Construction styles.
2. Types of handle bars and seats.
3. Types and effectiveness of different braking systems.

*The student shall discover the type and style of bike which is most suitable for his/her size and needs.*

*The student shall learn the proper methods of bicycle maintenance which will assure him/her of safe, trouble-free cycling.*

1. Tire inflation.
2. Lubrication.
3. Safety checks.
4. Size adjustment.

### SUGGESTED ACTIVITIES

- Develop a mural depicting the history of the bicycle.
- Collect pictures or sketches of the various types of bicycles as the styles have changed and developed.

- Collect pictures or sketches of different styles of bicycles and explain the specific uses of each.
- Students bring into the classroom an example of each style to look at and discuss.

- Discuss and itemize the safety features of each type and also the dangerous characteristics of each.

- Measure each student and fit him or her to the proper size bike.

- Illustrate how some models can be adjusted to fit a child's growth over several years.

- Demonstrate and discuss how an improperly fitted bicycle may be a contributing factor to a serious fall or injury.

- Using a model in the classroom, have teacher or student demonstrate how to:
  - (a) Change and repair a tire.
  - (b) Adjust loose spokes.
  - (c) Lubricate moving parts.

- Panel discussion on Safety Equipment and Safety Checks.

### RESOURCES

**N.B. Some are provided "at cost".**

*Slide set:*

O.P.P.

*Poster:*

Ontario Safety League, 1972

*Encyclopaedia and various reference books*

*Film:*

Modern Talking Picture Service

*Questionnaire:*

National Safety Council — U.S.A.

- (a) Primary
- (b) Junior and Intermediate

*Wall charts:*

Ontario Safety League

Canada Safety Council

*Charts:*

Ontario Safety League

Ministry of Transportation and Communications

Instructional manuals are available for each of the above charts.

*Charts and Pamphlets:*

Ontario Safety League

Ministry of Transportation and Communications

Local dealer displays may be put into showcases or a special room for examination by students or guests.



OBJECTIVE/CONCEPT	SUGGESTED ACTIVITIES	RESOURCES
<p><b>A. BICYCLE – HISTORY AND DEVELOPMENT</b> (Cont'd.)</p> <p><i>The student shall become familiar with the parts and equipment for his/her bicycle:</i></p> <ol style="list-style-type: none"> <li>1. Equipment required by law.</li> <li>2. Optional equipment for added safety.</li> </ol>	<ul style="list-style-type: none"> <li>– Panel discussion with Community Services Officer on equipment required by law.</li> <li>– Illustrate and emphasize the added safety gained by using the optional safety equipment that is available.</li> <li>– Conduct a school-wide or community voluntary safety check for bicycles.</li> <li>– Discuss safety features of bicycle carriers for infants.</li> </ul>	<p>N.B. Some are provided "at cost".</p>
<p><b>B. DUTIES UNDER THE LAW</b></p> <p><i>The student shall recognize the importance of signs and laws as they control his/her movements in traffic.</i></p> <p><i>The student shall be made aware of his/her responsibilities as a cyclist:</i></p> <ol style="list-style-type: none"> <li>1. Observance of signs and rules of the road.</li> <li>2. Preservation of smooth flow of traffic.</li> <li>3. Awareness of pedestrians' rights in traffic.</li> </ol>	<ul style="list-style-type: none"> <li>– Panel discussion or debate on the importance of having laws for people to follow.</li> <li>– Composition – "If there were no Laws . . ."</li> <li>– Panel discussion with traffic experts to establish the cyclist's responsibilities for his/her own safety, to other users of the roads, and to pedestrians.</li> <li>– List and be prepared to discuss common errors you see cyclists making in your own neighbourhood.</li> </ul>	<p><i>Film:</i> Modern Talking Picture Service</p> <p><i>Questionnaire:</i> (a) Primary (b) Junior and Intermediate</p> <p><i>Wall charts:</i> Ontario Safety League Ontario Provincial Police Ontario Motor League Canada Safety Council</p>
<p><b>C. PROPER METHODS</b></p> <p><i>The student shall learn the proper driving manoeuvres to move safely in all types of traffic.</i></p> <p><i>The student shall learn the proper methods of signalling.</i></p>	<ul style="list-style-type: none"> <li>– Practical demonstrations in an off-street area free of traffic.</li> <li>– Preparation of sets of slides to illustrate proper methods.</li> <li>– Investigate and study dangerous intersections in the area of the school.</li> <li>– Preparation of overhead transparencies illustrating hazardous situations and intersections.</li> </ul>	<p><i>Films:</i> Modern Talking Picture Service Ministry of Education Ontario Provincial Police</p> <p><i>Manual:</i> Ministry of Transportation and Communications</p> <p><i>Poster:</i> Ministry of Transportation and Communications Ontario Motor League</p>

**D. BICYCLES IN TRAFFIC**

*The student shall learn the meaning of each of the eight basic traffic sign shapes.*

*The student shall become familiar with the traffic light — sequence and meaning of colours — flashing lights — pedestrian walk signals.*

*The student shall learn the types of pavement markings:*

1. Crosswalk vs. crossover
2. Stop lines, lane markings

*The student shall be made aware of the "Right of Way" rules at uncontrolled intersections.*

*The student shall learn the safety rules and special skills or equipment necessary to drive a bicycle safely on the high way and on all streets and roads after nightfall.*

*The student shall become familiar with the traffic laws of Ontario which govern or control the movement of bicycles in the normal traffic pattern as outlined in the Highway Traffic Act.*

*The student shall become familiar with the regulations under the Highway Traffic Act which determine the equipment a driver must have on his/her bike.*

**E. PROPER ATTITUDES AND CONCEPTS**

*The student shall develop the proper attitudes and concepts for safety and impart these philosophies to others.*

- Students prepare both practical and written tests on bicycle safety.

- Collect newspaper accounts of accidents involving bicycles. Try to analyse the causes and determine how they might have been avoided.

- Compare current traffic laws with those of the early 1900's to see how they have been changed to fit modern traffic patterns.

- Develop a bicycle safety court using local officials or older students in the major roles — as sample cases, use the most common traffic errors noticed locally.

- Observe, record, and chart stopping time and distance for different types of bicycles at different rates of speed and under varied road conditions — dry, wet, and sandy pavement; gravel roads; snow-covered or icy streets; etc.

- Prepare safety posters, booklets, or slogans on bicycle safety which may be displayed in the school or in business establishments around the community.

- Panel discussion with safety experts on traffic laws and proper movements required by the laws.

- Discussion and examination of optional equipment which may increase a driver's safety in traffic.

- Analyse particularly dangerous intersections in the community and try to develop special safety tips to aid cyclists in these areas.

- *Defensive Bicycling* "is driving in such a manner as to avoid collisions regardless of the mistakes of others or adverse conditions".

Discuss this definition.

**N.B. Some are provided "at cost".**

*Film:*

Ministry of Education  
Ontario Provincial Police  
Ontario Safety League  
Canada Safety Council

*References:*

Ministry of Transportation and Communications

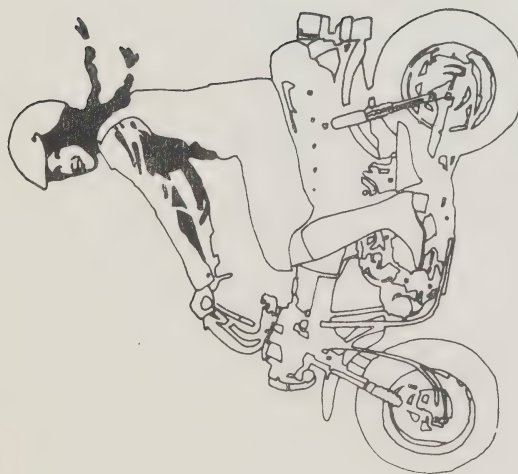
*Films:*

Modern Talking Picture Service  
National Film Board  
Ministry of Education  
Ontario Provincial Police  
Ontario Safety League

*Film:*

Modern Talking Picture Service

OBJECTIVE/CONCEPT	SUGGESTED ACTIVITIES	RESOURCES
<p><b>E. PROPER ATTITUDES AND CONCEPTS (Cont'd.)</b>  <i>The student shall learn and apply the thirteen basic rules of Safe Bicycling.</i></p> <ol style="list-style-type: none"> <li>1. Obey all traffic signs and signals.</li> <li>2. Ride on the right hand side of the road.</li> <li>3. Ride in single file.</li> <li>4. Stop before riding onto the street from a drive-way.</li> <li>5. Walk your bicycle across any busy inter-sections.</li> <li>6. Give the required hand signal when you are going to stop, slow down, or turn.</li> <li>7. Transport parcels or books in a proper carrier.</li> <li>8. Never ride two on a bike.</li> <li>9. Never hitch a ride on another vehicle.</li> <li>10. No trick riding on streets or highways.</li> <li>11. Be alert for vehicles about to pass you.</li> <li>12. Make sure bicycle is equipped with required safety devices.</li> <li>13. Make sure bicycle is in good mechanical repair.</li> </ol>	<ul style="list-style-type: none"> <li>— Develop murals or posters to illustrate each of the Safe Bicycling rules.</li> <li>— Prepare slides or transparencies showing wrong and right concepts of each rule.</li> <li>— Video-tape safety program.</li> <li>— Develop games or puzzles to stress each of the rules:  e.g. — matching scrambled words which form the rule.</li> </ul> <p style="text-align: center;"><b>FOLLOW-UP ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>— Bicycle Traffic Court.</li> <li>— Bicycle Safety Patrols.</li> <li>— Bicycle Safety Rodeo <ol style="list-style-type: none"> <li>(a) Written Test.</li> <li>(b) Bicycle Safety Check.</li> <li>(c) Skill-riding Test.</li> </ol> </li> <li>— Bicycle Safety Club:  e.g. Crusader Cycle Club which is sponsored by the Ministry of Transportation and Communications.</li> </ul>	<p><b>N.B. Some are provided "at cost".</b></p> <p><i>Visual aids:</i>  Pamphlets, Charts, Posters  Ministry of Transportation and Communications  Ontario Safety League</p> <p><i>Film:</i>  Ministry of Education  Ministry of Transportation and Communications  Ontario Provincial Police  Ontario Motor League  Ontario Safety League  Canada Safety Council</p>



10

MOTORCYCLE  
SAFETY





## MOTORCYCLE SAFETY PROGRAM

This program falls somewhere between Bicycle Safety and Driver Safety. With the advent of the motorized bicycle, mini-bike, and scooter, the drivers are becoming younger every year. Many of the skills for handling these vehicles were covered under the section on Bicycle Safety and will apply to the use of motorized bicycles in "Off-the-Road" driving situations.

Where these vehicles are to be used on the streets and roads they are *all* classified as vehicles and come under the regulations specified in the Highway Traffic Act. The teacher or instructor should implement much of the materials dealing with "Driver Safety" in this program. The areas where this program differs from the Driver Safety Program are itemized herein.

## MOTORCYCLE SAFETY PROGRAM

### BEHAVIOURAL OBJECTIVES

The student shall:

- A. become aware of the legal definition of a motorcycle and its position with regard to driving rules and regulations under the Highway Traffic Act.
- B. become familiar with the special equipment required for driver, rider, and machine.
- C. become familiar with the licensing procedures for drivers of a motorcycle.
- D. become aware of the capabilities and limitations of the motorcycle as a vehicle on our streets and roads.
- E. understand a driver's limitations, especially his/her own, so that he/she will approach traffic problems realistically and learn to compensate for any handicaps which he/she might have.
- F. become aware of his/her responsibilities and obligations to himself/herself and society to carry the legal and proper amounts of insurance on the motorcycle which he/she owns or operates.

OBJECTIVE/CONCEPT	SUGGESTED ACTIVITIES	RESOURCES
<p>A. 1. <i>The student shall become aware of the characteristics of the vehicle which determine that it shall be classed as a motorcycle and therefore a motor vehicle under the Ontario Highway Traffic Act.</i></p> <p>2. <i>The student shall become familiar with the "Rules of the Road" which govern the movement of a motor vehicle on the streets and highways of Ontario.</i></p>	<ul style="list-style-type: none"> <li>— Class discussion involving teachers and representatives of police department to determine what vehicles are classed under the Highway Traffic Act as a "Motorcycle", "Moped", and "Mini-bike".</li> <li>— self propelled</li> <li>— has a seat for a driver</li> <li>— designed to travel on not more than three wheels</li> <li>— see "Driver Safety Program" — parts A, B, and C.</li> </ul>	<p><b>N.B. Some are provided "at cost".</b></p> <p>Driver's Handbook</p> <p>Highway Traffic Act</p> <p><i>Film:</i></p> <p>Ontario Safety League</p> <p>Community Services Officer, O.P.P.</p> <p>See "Driver Safety Program" — parts A, B, and C</p>
<p>B. 1. <i>The student shall become aware of the special equipment which the law requires the driver and passenger of a motorcycle to have.</i></p>	<ul style="list-style-type: none"> <li>— Class display of safety materials including approved helmet as required by law. Other safety equipment might be: goggles or safety glasses, protective shoes, clothing to protect body in case of an accident.</li> </ul>	<p>Ontario Safety League</p> <p>Ontario Motor League</p> <p>Canada Safety Council</p> <p>Local dealer to provide some materials for a classroom demonstration.</p>
<p>2. <i>The student shall become aware of the equipment, in good working order, that the law requires on a motorcycle.</i></p>	<ul style="list-style-type: none"> <li>— A properly equipped machine could be brought into the classroom for explanation and examination. The essential equipment which must be included is: <ul style="list-style-type: none"> <li>— lights (New Regulation)</li> <li>— brakes</li> <li>— muffler</li> <li>— horn</li> <li>— handlebars</li> </ul> </li> <li>— The manufacturer's handbook or instruction book provides an excellent guide for routine maintenance and adjustments to a motorcycle. Most dealers would be glad to come into the class to speak with the group on this topic.</li> </ul>	<p><i>Pamphlets:</i></p> <p>Ministry of Transportation and Communications</p> <p>Machine from a local dealer</p> <p>Ontario Provincial Police</p> <p>Local Police</p> <p>Ontario Motor League</p> <p>Ontario Safety League</p> <p>Local dealer to provide materials</p> <p>Canada Safety Council</p>
<p>3. <i>The student shall become aware of the importance of control, performance, and reliability of a well-maintained and well-kept machine.</i></p>		

OBJECTIVE/CONCEPT	SUGGESTED ACTIVITIES	RESOURCES
C. 1. <i>The student shall become familiar with the provincial regulations which control the licensing of a motorcycle driver.</i>	<ul style="list-style-type: none"> <li>— A representative from a police department or interested associations should be invited to classroom to explain the method of obtaining a licence and the various types of licences which one must have to drive on the streets and roads.</li> </ul>	<p>N.B. Some are provided "at cost".</p> <p>Highway Traffic Act</p> <p>Driver examiner from the Ministry of Transportation and Communications</p> <p><i>Pamphlets:</i></p> <p>Ministry of Transportation and Communications</p> <p><i>Film:</i></p>
D. 1. <i>The student shall become familiar with the skills of braking and steering required for safe handling.</i>	<ul style="list-style-type: none"> <li>— Like the bicycle, the motorcycle must be leaned to turn at normal speed. Over-braking or over-steering are hazards which must be avoided. Use of some films may illustrate these hazards but they must be used with care. There is always the danger of inexperienced students trying to imitate the experts — e.g. Evil Kneivel types of stunts.</li> </ul>	<p>Ontario Safety League</p> <p>Ontario Provincial Police</p> <p>Ontario Motor League</p> <p>Canada Safety Council</p>
<p>2. <i>The student shall be made aware of the special problems which may be encountered when driving a motorcycle.</i></p> <ul style="list-style-type: none"> <li>— braking</li> <li>— passing and being passed</li> <li>— crossing railway tracks and bumpy roads</li> <li>— following distances</li> <li>— oil slicks and debris on roadway</li> </ul>	<ul style="list-style-type: none"> <li>— Classroom discussion, preferably led by an expert motorcyclist, to bring out all of the potential hazards which the driver may have to face when riding his/her motorcycle.</li> </ul>	<p>Several films are available on moto-cross and racing from Modern Talking Picture Service.</p> <p>Ontario Provincial Police</p> <p>Ontario Motor League</p> <p>Ontario Safety League</p>
3. <i>The student shall become aware of the proper type and use of hand signals.</i>	<ul style="list-style-type: none"> <li>— See "Driver Safety Program" parts D and E for more special hazards and conditions.</li> <li>— See "Bicycle Safety Program", section C.</li> <li>— Discuss why it is necessary to use hand signals even if the machine is equipped with mechanical signals.</li> </ul>	<p>See "Driver Safety Programs" parts D and E for resource material.</p> <p>Drivers' Handbook</p> <p>See audio-visual materials in "Bicycle Safety Program"</p> <p>Canada Safety Council</p>
E. 1. <i>The student shall become aware of the importance of good vision to anyone who drives a motorcycle.</i>	See "Driver Safety Program" Part F. 1.	<p><i>Filmstrip:</i></p> <p>Ford Motor Corporation</p>
2. <i>The student shall be made aware of the disabilities, both permanent and temporary, which might affect one's ability to drive a motorcycle.</i>	See "Driver Safety Program" Part F. 2.	<p>Ontario Provincial Police</p> <p>Ontario Motor League</p> <p>Ontario Safety League</p> <p>Canada Safety Council</p>
3. <i>The student shall become familiar with the effects of alcohol and drugs on one's ability to drive a motorcycle.</i>	See "Driver Safety Program" Part F. 3.	

OBJECTIVE/CONCEPT	SUGGESTED ACTIVITIES	RESOURCES
<p>F. <i>The student shall become aware of the types of insurance coverage available and the types required for one's particular needs.</i></p>	<p>See "Driver Safety Program" Part H.</p>	<p>Insurance Bureau of Canada: collision statistics</p> <p>Ministry of Transportation and Communications Report</p> <p>Local insurance agent.</p>



11

# SNOWMOBILE SAFETY







## SNOWMOBILE SAFETY PROGRAM

### BEHAVIOURAL OBJECTIVES

The student shall:

- A. realize that the first time one sits behind the controls of a snowmobile, regardless of previous experience in driving an automobile, a motorcycle, or a motorboat, he/she is a beginner;
- B. become aware that, as an owner or operator of a snowmobile, one has certain basic responsibilities which must be identified and accepted;
- C. acquire a thorough knowledge of one's machine, its mechanical operation, its care and maintenance, its capabilities, and its safety features;
- D. develop the skills and techniques necessary to drive safely under all conditions of weather, visibility, and snow conditions;
- E. develop an awareness of the meaning and functions of the local and provincial regulations which govern the safe use and operation of a snowmobile in open country and on streets and roads where their use is permitted;
- F. develop an awareness of the snowmobiler's responsibilities to his/her own and his/her passengers' protection when operating a machine;
- G. become aware of the snowmobiler's duty to do his/her part to make snowmobiling a welcome activity in rural and suburban neighbourhoods by accepting his/her environmental responsibility and by observing all rules of snowmobile safety and etiquette;
- H. become aware of a prescribed checklist of pre-driving safety checks, emergency equipment, and survival techniques which should ensure a safe and pleasurable snowmobile outing.

### OBJECTIVE/CONCEPT

### SUGGESTED ACTIVITIES

### RESOURCES

A. 1. *The student shall avail himself/herself of all the back-ground information which he/she can find before venturing out on a machine.*

- Local police contacted re licencing requirements.
- Introductory film used as basis from which to begin discussion of safety in snowmobiling.
- Using "Operator's Manual", discuss the basic materials and information contained in the manual.

**N.B. Some are provided "at cost".**

*Pamphlets:*

Local snowmobile dealer can provide materials.  
Ministry of Transportation and Communications  
Ontario Safety League

2. *The student shall become thoroughly familiar with the snowmobile "Operator's Manual".*

*Film:*

Ontario Safety League  
Basic "Handbook of Information" available from manufacturers.  
O.P.P.

Canadian Red Cross  
St. John Ambulance

**N.B. Some are provided "at cost".**

Ontario Federation of Snowmobilers

*Films:*

O.P.P.  
Red Cross  
O.S.L.

B. 1. *The student shall be made aware that basic training is essential for the safe operation of a snowmobile.*

- Class discussions led by teacher or experienced snowmobile driver should cover these various topics:

- Joining a recognized local Snowmobile Club would be an asset to the beginner as well as to the experienced.
- A snowmobile is not a toy. Common sense, proper handling, and proper maintenance will result in safe and enjoyable use of the snowmobile.
- Obtain consent of property owners before snowmobiling on private lands.
- Obey "NO TRESPASSING" signs.
- Check with officials before using public lands.

2. *The student shall become aware of his/her legal status regarding snowmobiles.*

3. *The student shall develop the proper feeling of respect and care with which he/she must treat every power-driven vehicle.*

4. *The student shall become aware that all snowmobilers must show proper respect for other people and their property.*

OBJECTIVE/CONCEPT	SUGGESTED ACTIVITIES	RESOURCES
<p><b>B. (Cont'd.)</b></p> <p><b>C. 1. <i>The student shall become familiar with the Owner's Manual and as much as possible with the mechanical operation of the machine and its care and maintenance.</i></b></p> <p><b>2. <i>The student shall be made aware that the key to safe operation is his/her knowledge of his/her machine, his/her good judgement, and common courtesy.</i></b></p> <p><b>3. <i>The student shall become aware of the capabilities and limitations of his/her machine.</i></b></p> <p><b>4. <i>The student shall become aware of his/her own limitations as a driver.</i></b></p> <p><b>5. <i>The student shall become aware of the safety features built into his/her snowmobile.</i></b></p>	<ul style="list-style-type: none"> <li>— Do not damage landscape such as shrubs, trees, fences or gates. Do not litter.</li> <li>— Snowmobiling and liquor do not mix. Do not drink and drive.</li> <li>— Noise of machines can be very disturbing to others. Drive slowly in residential areas.</li> </ul> <p>Points to be covered in a discussion:</p> <ul style="list-style-type: none"> <li>— Learn as much as possible about the mechanical operation of a snowmobile.</li> <li>— Knowledge of minor repairs and adjustments is a practical necessity on a rally or safari and a convenience at any time.</li> <li>— Learn operation of throttle, brakes, steering, lights and ignition system.</li> <li>— Learn methods of repairing or replacing broken or malfunctioning parts.</li> <li>— Never operate a machine when it is faulty or with components or guards missing.</li> <li>— Never check fuel or battery by the light of a match or cigarette lighter.</li> <li>— Never "modify" a machine in order to acquire greater power.</li> <li>— Snow and terrain conditions vary from day to day — do not rely on specific miles-per-gallon or hours-per-gallon operation under all conditions.</li> <li>— Always carry extra gasoline, tools, and replacement parts for extended safaris.</li> <li>— Start slowly and only increase your activities as experience and knowledge are acquired.</li> <li>— A snowmobile, like any other motorized vehicle, is only as safe as the person operating it.</li> <li>— The machine should not be operated unless all safety features are in place and in working order.</li> <li>— Never operate a machine unless hood and guards are in place and firmly attached.</li> <li>— Always carry at least minimum safety equipment consisting of a tool kit, knife, extra spark plugs, drive belt, first aid kit, rope, waterproof matches, flashlight, and extra ignition key.</li> </ul>	<p>N.B. Some are provided "at cost".</p> <p>O.P.P.</p> <p>O.S.L.</p> <p>Canadian Red Cross</p> <p>Local Mechanic</p> <p>Local Dealers</p> <p>St. John Ambulance</p>

# OBJECTIVE/CONCEPT

## SUGGESTED ACTIVITIES

## RESOURCES

D. 1. *The student shall become familiar with the machine which he/she will drive as there may be noticeable handling and performance differences from one manufacturer's snowmobile or model to the next.*

2. *The student shall become aware that the responsibility of permitting children to operate a snowmobile must be with the parents.*

3. *The student shall be aware of the hazards of over-loading a machine.*

4. *The student shall become aware of the hazards of lifting the "tail" of the machine to clear the track.*

5. *The student shall become familiar with various driving positions and manoeuvres under different conditions.*

6. *The student shall be made aware of the hazards of travel:*

(a) in deep snow

(b) on hardpacked snow or ice

(c) on hills

(d) on ice covered lakes or rivers

Points to be included in discussions:

- Practical experience should be given by someone experienced in snowmobiling. If instructions are given on one machine, care and caution must be observed when the novice begins to drive a different snowmobile.

- Driving a snowmobile properly is not as simple as it may appear. The parent must judge his/her own child's capability to understand and control a self-propelled machine.

- Snowmobiling alone is dangerous. Encourage the buddy system.

- Some snowmobiles are designed for a driver and one passenger. Some are built for only one person. Overcrowding can cause safety hazards through dangling arms and legs.

- This practice is dangerous for any machine — may cause mechanical failure or breakdown due to sudden over-revving. Could also result in rocks, hunks of ice, or other items being hurled out the rear of the machine at very high velocity.

- Practise turning radius, effect of speed, riding positions, and balance under all types of snow and terrain.

- The beginner should do his/her practice driving in a level field free of obstacles until he/she has mastered basic positions (sitting, kneeling, standing), turns, and weight shifting techniques.

- Machines can become stuck in deep or lightly packed snow. Practical demonstrations should be given on proper and safe methods of freeing the machine.

- Turning radius and stopping distance are greatly increased

- Reduced speed is essential for safe operation

- Spin-outs are a common hazard.

- Accelerate before climb is started, reducing throttle pressure in the climb to prevent track slippage.

- Maintain slight throttle pressure on down grades. Control speed with light brake pressures. Do not lock the track.

- In crossing a side-hill, lean body weight against the hill at all times.

- May be extremely hazardous

- Never travel alone

- Know ice conditions, thickness and underlying water currents.

N.B. Some are provided "at cost".

Local Dealers

O.P.P.

O.S.L.

OBJECTIVE/CONCEPT	SUGGESTED ACTIVITIES	RESOURCES
<p>D. (Cont'd.)</p> <p>(e) in wooded areas</p> <p>(f) while driving at night</p>	<ul style="list-style-type: none"> <li>— Watch for snow-covered stumps, fallen trees, and over-hanging branches.</li> <li>— Major hazard is inadequate lights for the speed of the machine</li> <li>— Hazards intensified in rough or hilly terrain or unfamiliar areas</li> <li>— Adjust speed to conditions. Don't overdrive your headlights.</li> </ul>	<p>N.B. Some are provided "at cost".</p>
<p>E. 1. <i>The student shall become familiar with the Provincial regulations which control the operation of a snowmobile.</i></p>	<ul style="list-style-type: none"> <li>— With reference to provincial regulations, discuss and make students aware of the following:               <ul style="list-style-type: none"> <li>(a) Registration</li> <li>(b) Insurance</li> <li>(c) Driver's Licence</li> <li>(d) Collision Report</li> <li>(e) Lights</li> <li>(f) Penalties and Convictions</li> </ul> </li> <li>Points to be included in discussions.               <ul style="list-style-type: none"> <li>— Provincial laws prohibit their use on highways, except where permitted.</li> </ul> </li> <li>Definitions — Freeways               <ul style="list-style-type: none"> <li>— Scheduled Highways</li> <li>— Unscheduled Highways</li> </ul> </li> <li>— A snowmobile is a motor vehicle within the meaning of the Criminal Code of Canada and the driving provisions apply:               <ul style="list-style-type: none"> <li>(a) criminal negligence</li> <li>(b) dangerous driving</li> <li>(c) failure to remain at accident</li> <li>(d) alcohol and drugs</li> </ul> </li> <li>— All municipalities in Ontario may regulate, govern, or prohibit the use of snowmobiles, not only on highways, but anywhere within the municipality.</li> <li>— Check local or municipal by-laws.</li> <li>— Similar to those under the "Highways Traffic Act". See "Driver Safety Program", part B, 1 and 2.</li> <li>— Signals must be by "hand".</li> <li>— Careless driving applies on or off a highway.</li> <li>— Crossing railway or highway.</li> </ul>	<p>Booklets:</p> <p>Ministry of Transportation and Communications</p>
<p>2. <i>The student shall become familiar with the Federal regulations which control the operation of a snowmobile.</i></p>		<p>'Highway Traffic Act' and 'Criminal Code of Canada'</p>
<p>3. <i>The student shall become familiar with the Municipal regulations which control the operation of a snowmobile.</i></p>		<p>Local police force</p> <p>Local by-laws</p>
<p>4. <i>The student shall become familiar with the "Rules of the Road" for operation of motorized snow vehicles on the highway.</i></p>		<p>See "Driver Safety Program" Part B, 1 and 2.</p>



## D. (Cont'd.)

5. *The student shall become aware that the motorized snow vehicle is NOT designed for highway use but if such is done there are certain safety suggestions.*

- Be cautious on snow packed or icy roads. The steering and braking systems were designed for use on loose snow where traction can provide stability and control.
- Drive defensively — the vehicle is smaller and is not easily seen by motorists, particularly at night.
- Know and obey the "Rules of the Road".
- Be sure you know how to handle your vehicle and understand its capabilities and limitations.

F. 1. *The student shall become familiar with the proper protective clothing and equipment necessary for safe snowmobiling.*

- Invite local Snowmobile dealers to bring in samples of the proper and approved equipment:
  - (a) Outer shell — windproof and waterproof
  - (b) Inner clothing determined by type of day
  - (c) Snowmobile suits with hoods recommended
  - (d) Gloves — warmth and mobility
  - (e) Approved helmets — recommended at all times but required by law in some situations
  - (f) Face mask or wool cap
  - (g) Goggles or safety glasses
    - tinted for use in bright sun
    - amber for dark days and conditions of poor light
  - (h) Rubber bottomed and leather or nylon topped boots

\*Do not wear any long scarves or loose clothing which could get drawn into or caught in the moving parts of the machine.

2. *The student shall become familiar with the safe practices which must be employed when passengers are carried on the machine or in a tow sled behind.*

- Learn the following rules:
- Be particularly cautious with children aboard.
  - Avoid sidehills and rough terrain.
  - Small children should be positioned so they can be watched.
  - Too much speed over a bump could result in a serious back injury to an unsuspecting passenger.
  - Be sure passenger firmly grips the handles and is protectively seated with feet on running boards.
  - Start and stop smoothly to avoid whiplash injuries to passengers.
  - Take special care that passengers, particularly in a tow sled, are warmly protected against the cold.

N.B. Some are provided "at cost".

Snowmobile dealer — for samples

O.P.P.

O.S.L.

OBJECTIVE/CONCEPT	SUGGESTED ACTIVITIES	RESOURCES
<p>F. (Cont'd.)</p> <p>3. <i>The student shall be made aware of the problems encountered in snowmobiling in open country.</i></p>	<p>The following rules should be learned:</p> <ul style="list-style-type: none"> <li>— Always use the "Buddy System" on any trip. Never travel alone.</li> <li>— Always let someone know where you're going and when you plan to return.</li> <li>— Inspect unfamiliar terrain before proceeding.</li> <li>— Watch changing weather conditions and learn "Wind Chill" hazards.</li> <li>— Take special care that passengers, particularly in a tow sled, are warmly protected against the cold.</li> </ul>	<p>N.B. Some are provided "at cost".</p>
<p>G. 1. <i>The student shall become aware of the responsibility that each snowmobiler must do his/her part to make snowmobiling a welcome activity in rural and suburban neighbourhoods.</i></p>	<p>Discuss the following rules:</p> <ul style="list-style-type: none"> <li>— Observe all snowmobile rules of safety and etiquette.</li> <li>— Observe the peace and quiet of suburban home owners by driving slowly.</li> </ul>	
<p>2. <i>The student shall become aware of the snowmobiler's environmental responsibility of seeing and enjoying — but not destroying.</i></p>	<p>Learn the following rules:</p> <ul style="list-style-type: none"> <li>— Operate only where there is sufficient snow depth to protect ground cover.</li> <li>— Do not chase wildlife and other animals.</li> <li>— Do not ride over small trees or bushes.</li> <li>— Keep off private property — stay on marked trails.</li> <li>— Do not litter — respect and enjoy the environment.</li> </ul>	
<p>H. 1. <i>The student shall become familiar with a basic safety checklist before putting his machine into motion.</i></p>	<p>Check: 1. Before you start —</p> <ol style="list-style-type: none"> <li>throttle — be sure it returns freely to the idle position</li> <li>fuel and battery</li> <li>ski assemblies and rods</li> <li>variable speed drive-belt</li> <li>steering mechanism</li> <li>general mechanical condition</li> <li>weather forecast and wind chill</li> <li>clothing, helmet and goggles</li> <li>be sure machine is pointed into a clear space free of people and objects.</li> </ol>	<p>Minnesota Outward Bound Programs</p> <p>O.S.L.</p> <p>Canadian Red Cross</p>

H. (Cont'd.)

2. *The student shall become familiar with an accepted method of survival if stranded due to breakdown, storm, or accident.*

2. Before you go —
  - (a) free and smooth operation of brakes
  - (b) headlight and tail lights
  - (c) emergency switch
  - (d) run machine slowly for 30-45 seconds
  - (e) be sure you have the emergency equipment (See part C)
1. *Don't panic* — think and decide on a plan of action.
2. Stay together — conserve energy and warmth.
3. Check food and emergency provisions.
4. Melt snow — you can survive a long time on water alone.
5. Construct a make-shift shelter using your machine, snow, boughs of evergreens.
6. Build a fire for warmth reflected into the shelter.
7. Make a signal using fire, smoke, flares, sign in the snow.
8. Be aware of the "Nationally Accepted Distress Signals".

N.B. Some are provided "at cost".

St. John Ambulance

Canadian Forces (resource persons)

# FIRST AID FOR SNOWMOBILERS

To enroll in an eight hour Emergency First Aid Course  
contact your local St. John Ambulance or write

St. John Ambulance,  
46 Wellesley Street East  
TORONTO, Ontario.

**Consult**  
**St. John Ambulance**

46 WELLESLEY STREET EAST  
TORONTO, ONTARIO

# FIRST AID FOR SNOWMOBILERS

Every Snowmobiler should take a St. John Ambulance First Aid Course and carry a First Aid Kit in his snowmobile.

Be aware of the causes of serious injuries and take steps to prevent them. Wear protective clothing and equipment. Never travel alone.

Carry two compressed blankets - they're about the size of a cigarette package. Never travel on frozen lakes without knowing the ice is thick enough to support the load.

Never travel at excessive speed.

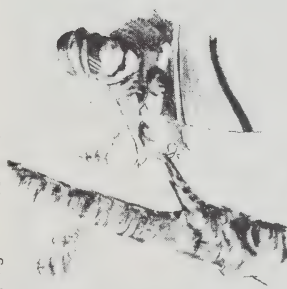
Never trespass or damage private property.

Travel with care in unfamiliar territory.

Never cross a road or highway without stopping to check the traffic flow.

## CONTROL OF BLEEDING

Severe bleeding, whether spurring from an artery or flowing briskly from a vein, requires immediate attention. Control by applying direct pressure with a clean dressing or with your hand directly on the wound. Raise the wounded arm, leg, or head above heart level. Maintain pressure as long as necessary.



## BURNS

Burns should be immersed in cold water but snow makes a good substitute. Do not break blisters. Cover with a clean dressing. Severe burns need immediate medical attention.



## FRACTURES

All fractures need medical attention. Before moving a casualty, you must splint the break. Use a stick, a branch or a convenient substitute to immobilize the broken bone. In the case of a leg, the uninjured leg can be the splint. Use plenty of padding and bandages to secure the splint in place.



## FROSTBITE

The safest way to deal with frostbite is to gradually warm the affected area with body heat. Remove gloves or tight boots and put hands or feet of casualty inside your jacket and under your armpits. Do not rub and do not rub with snow. Do not apply direct heat.



## EYE INJURIES

Eye injuries require immediate medical attention. Cover the eye with a dressing and bandage it in place, and take the casualty to hospital.



## ARTIFICIAL RESPIRATION

Artificial Respiration is used in cases where the casualty has stopped breathing from strangulation, drowning, heart attack, etc. Commence artificial respiration immediately. Make sure the mouth and throat are free of obstruction. Mouth to Mouth Resuscitation is the most effective method to use. If head injuries make this impossible, the Revised Sylvester method should be applied.



## UNCONSCIOUSNESS

Never leave an unconscious patient alone or lying on his back. He should be placed in a semi-prone position which means lying on his side with his head tilted slightly backwards. He should be kept warm. He needs medical attention, so send for help so he can be moved safely.







12



SCHOOL  
BUS  
SAFETY



## SCHOOL BUS SAFETY

### BEHAVIOURAL OBJECTIVES

Students of Primary, Junior, Intermediate and Senior levels shall:

- A. become familiar with the basic safety rules involved in boarding and leaving the school bus.
- B. develop acceptable standards of behaviour and conduct when riding on the school bus.
- C. do their part to ensure the highest possible standards of vehicle maintenance and safe operation.
- D. become familiar with the moral and legal responsibilities of the motoring public when approaching or over-taking a school bus which is taking on or unloading passengers.

OBJECTIVE/CONCEPT	SUGGESTED ACTIVITIES	RESOURCES
<b>A. BASIC SAFETY RULES</b> <i>The student shall become aware of the nine basic School Bus Safety Rules.</i> <ol style="list-style-type: none"> <li>1. Get to the pick-up spot at the designated time.</li> <li>2. Enter the bus in single file. DO NOT push.</li> <li>3. Take your seat promptly.</li> <li>4. NEVER throw things on the bus.</li> <li>5. Keep the aisles clear.</li> <li>6. Ride quietly to and from school.</li> <li>7. Keep head and arms away from open windows.</li> <li>8. Leave the bus carefully. Obey the Safety Patrol.</li> <li>9. The Safety Patrols are for your protection. You should always follow their instructions.</li> </ol>	<p>During first week of school stage activities related to school-bus procedures, conduct and safety, at elementary, intermediate and senior schools.</p> <ul style="list-style-type: none"> <li>— Transparencies prepared from each of pictures and rules from the folder, "How We Ride the School Bus".</li> <li>Show the first picture, discuss what it means, and have class develop a rule that would represent the scene shown. Continue until all rules have been developed.</li> <li>— Use wall charts and film strips to review and reinforce safety rules.</li> </ul> <p>Arrange to have school bus available as an instructional area.</p> <ul style="list-style-type: none"> <li>— Students develop mural-type booklet of their own to illustrate the rules.</li> <li>— Use senior Safety Patrolers to talk with the students to explain the duties and responsibilities of the Patrolers.</li> <li>— Local Community Services Officers (O.P.P. or local police) should be invited to class to talk with the students.</li> <li>— Set up rows of chairs in the classroom to simulate a school bus. Students take turns acting the role of driver, Patrol, and passenger. Correct ways of entering and leaving the bus may be acted out by students. Stress the nine safety rules which apply to the school bus.</li> </ul> <p>— Panel discussion with safety experts to determine acceptable student behaviour boarding, riding, and leaving the school bus.</p>	<p><b>N.B. Some are provided "at cost".</b></p> <p>Folders, wall charts, filmstrips, etc.</p> <p>M.T.C. O.M.L. O.S.L.</p> <p><i>Film:</i> Modern Talking Picture Service</p> <p><i>Slide Programs:</i> O.P.P. Canadian Red Cross (Primary Division)</p> <p>Education Act. Wall Chart, Folder, Filmstrip</p>

### B. STANDARDS OF BEHAVIOUR AND CONDUCT

*The student shall become aware of his/her duties and responsibilities as a user of the School Bus.*

OBJECTIVE/CONCEPT	SUGGESTED ACTIVITIES	RESOURCES
<p><b>B. STANDARDS OF BEHAVIOUR AND CONDUCT (Cont'd.)</b></p> <p><i>The student shall become familiar with the duties and responsibilities of the School Bus Patrols thus preparing him-/herself to make their jobs easier.</i></p>	<ul style="list-style-type: none"> <li>— Encourage older students to take some responsibility to see that the Younger bus riders develop proper safety habits.</li> <li>— Encourage participation in School Bus Patrols.</li> <li>— Discuss problems which have arisen on the buses and what corrective measures are needed.</li> <li>— Safety Contests — posters, murals or oral presentations, debates, an expert in the "Hot-Seat".</li> <li>— Discuss the Safety Patrol Pledge. Develop, through discussion, the meaning of the pledge and the sense of responsibility which it represents.</li> <li>— Composition or discussion topics e.g. — "What the Safety Patrol means to me".</li> <li>— Senior patrol members should be encouraged to talk with primary and junior classes about bus safety.</li> </ul>	<p><b>N.B. Some are provided "at cost".</b></p> <p><i>Films:</i> M.T.C.</p> <p><i>Slide Programs:</i> O.P.P. Canadian Red Cross</p> <p><i>Films:</i> Modern Talking Picture Service O.M.L. Ministry of Education</p>
<p><b>C. VEHICLE MAINTENANCE AND OPERATION</b></p> <p><i>The student shall be made aware of the duties and responsibilities of others connected with the safe operation of School buses.</i></p> <ol style="list-style-type: none"> <li>1. The Operator:             <ol style="list-style-type: none"> <li>i) equipment</li> <li>ii) maintenance</li> <li>iii) supervision</li> <li>iv) routes</li> </ol> </li> <li>2. The Driver:             <ol style="list-style-type: none"> <li>i) safe passage</li> <li>ii) maintenance</li> <li>iii) safety checks</li> <li>iv) student conduct</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>— Safety clinics involving representatives from student patrols, drivers, operators, board transportation officer and Community Services Officers will help clear up any questions regarding SAFETY as it affects all of those concerned. Each group should offer suggestions and criticisms of present procedures with the idea of improving any potentially dangerous situations which may exist.</li> <li>— Traffic survey of a local area done by senior students may help draw attention to hazardous areas. Reports to the proper authorities may then bring about action to remove hazards.</li> </ul>	<p>Several of the resource materials listed above may be used.</p>



**D. MORAL AND LEGAL RESPONSIBILITIES**

*The student shall become aware of provincial laws and regulations under the Highway Traffic Act which govern School Bus operation including the responsibilities of Principals and Teachers*

*The student shall learn, through discussion and practice, the proper actions which should be taken in case of an emergency on the school bus:*

1. Stall or breakdown
2. Accident
3. Fire

– Panel discussion involving teachers and Police Officer on the laws and regulations as set down by the Provincial Education Act.

– These should be explained and the reasoning behind each law should be discussed. An understanding of the regulations will result in better observance by the students.

– School Bus Patrols should offer their assistance to the driver in doing his daily safety check of the bus. They can also do much to help keep the vehicle clean inside by encouraging passengers to take pride in a clean and well disciplined bus.

– Patrols should be trained to act in case of any emergency on the bus. These emergency procedures should be discussed and explained to all passengers who ride the School Buses. Regular practices and safety drills are necessary to maintain the safe practices taught.

– Regular seminar-type group meetings involving the bus driver, his patrols and all passengers on his bus should be held to discuss all aspects of Safety as they apply to that particular bus.

– Safety Patrol members should attend local Safety Seminars.

**N.B. Some are provided "at cost".**

Copies of the Highway Traffic Act or reprints of the specific areas of concern for student study.

O.P.P. Community Services Officers or resource persons from local police force.  
Education Act 1974

St. John Ambulance training officer to instruct in the proper methods of First Aid.

Basic First Aid booklets.

*Film:*

Ministry of Transportation and Communications.

Additional First Aid films or filmstrips.

See First Aid Section & Fire Safety Section for additional resources.

Your duties as  
a member of a

# SCHOOL BUS SAFETY PATROL

When children board  
the bus

**Outside the bus.** You should ask children to line up in single file and enter the bus without pushing or crowding. Assist smaller children to board the bus.

**Inside the bus.** Children should walk down the aisle without shoving. Help them to find their seats, and make sure they are all seated as quickly as possible, before the bus starts to move.

Reminders for school  
bus passengers

As a member of the School Bus Safety Patrol, you should remind children riding on your bus about these basic rules.

Children should arrive at the pick up point in plenty of time. If they are late, they will delay the bus, or be left behind.

Children should line up in single file on the sidewalk or the shoulder of the road. They must stay off the travelled portion of the road.

You are an important member  
of the school bus safety team.

Keeping children safe from accidents is a vital task. School bus drivers, teachers, policemen must all work together. As a Safety Patrol member you are a part of this safety team. Always be alert and follow the rules in this booklet. Set a good example for other children, and help them remember the safety rules.



Ministry of  
Transportation and  
Communications

## When the bus is en route

The school bus driver depends on you to keep the children quiet and in good order. If he is distracted by "horse play" it is difficult for him to concentrate on safe driving. Remind the children firmly of their responsibilities as school bus passengers. Explain why it is so important for them to be on their best behaviour. Ask for their cooperation. Because you are a leader, the children will look up to you and follow your good example.

## Children riding the school bus must obey these rules

Children should talk quietly.

Shouting and singing make it difficult for the driver to pay attention to traffic.

Children should never throw things in the bus.

Windows should be kept closed, and opened only when the driver gives his permission. Children must not put their arms or heads out of open windows.

Children should always remain in their seats until the bus comes to a complete stop.

## When children leave the bus

The patrol member at the front of the bus should get off first at each stop and make sure the children leaving the bus do so in an orderly fashion. Be ready to assist younger children if required.

The patrol member at the rear of the bus makes sure everyone remains seated until the bus is completely stopped. He sees that the passengers leave the bus in the correct manner without pushing or shoving. He checks at the end of the journey to be sure that no books or other items have been left behind.

## If children must cross the road

This is a time when accidents may happen and, as a patrol member you must be very careful and alert. To keep children safe from danger, obey the following rules:

- 1 Take up a position ten feet in front of the bus in line with the front fender.
- 2 Look in both directions for traffic with your arms held out to hold the children back.
- 3 When you are sure the traffic in both directions has stopped, lower your arms and send the children across. Be sure your school mates will have enough time to walk across the road.

### **DO NOT STOP TRAFFIC**

Only police officers have the right to stop traffic. A patrol member should *never* try to stop vehicles.

The law says that if the lights on the school bus are flashing the traffic *must* stop, but sometimes drivers are careless and do not stop. You must not rely on the motorist to stop and be alert at all times. Never allow passengers to cross until you are sure that all the traffic has stopped.

## Other duties

As a patrol member, you have other duties, such as helping the driver check his signal lights before the day's journey begins.

See that the children take their things with them when they leave the bus.

Always be ready to help the driver in any way, remembering the emergency procedures you learned during your training program.

School bus patrol members have many duties and *all* of them are important for the safety of the children who ride the school bus.

## If you are going to be absent from school

As a Safety Patrol Member you play a vital part in the safe operation of your school bus. If you expect to be absent, you should tell your patrol leader on the previous day, if possible, so that a replacement can be arranged for the day.

If you are going to be absent, call

whose telephone number is



13



BOATING





## BOATING/SMALL CRAFT SAFETY

### BEHAVIOURAL OBJECTIVES

The student shall:

- A. become aware of the regulations concerning each type of craft and its classification as specified by Transport Canada.
- B. become familiar with the craft itself and the special equipment required for both operator and passengers.
- C. become familiar with craft requiring registration/licensing and procedures to be followed to do so.
- D. realize that the first time one assumes control of any craft — rowboat, canoe, sailboat, or power boat — one must consider oneself a novice.
- E. become aware of the capabilities and limitations of one's craft as a moving vehicle on the lakes and waterways.
- F. become aware that, as an owner or operator of a craft, one has certain basic responsibilities which must be identified and accepted.

- G. become aware of the boater's duty to share in making boating a welcome activity in recreational as well as wilderness areas by accepting environmental responsibility and by observing all rules of small craft safety and etiquette.
- H. become familiar with the peculiarities of manoeuvring small amphibious air cushion vehicles which are being increasingly used as craft.
- I. become familiar with the varied uses of craft as recreational vehicles — fishing, hunting, water skiing, kite sailing.
- J. become aware of the proper life-saving procedures as they relate to water and boating safety.
- K. become familiar with the procedures of the Federal, Provincial, and local Search and Rescue units in the region where boating occurs.
- L. become familiar with principles of Small Craft Safety.

OBJECTIVE/CONCEPT	SUGGESTED ACTIVITIES	RESOURCES
<p>A. 1. <i>The student shall become aware of the regulations concerning each type of craft and its classification as specified by Transport Canada.</i></p>	<p>— With reference to Federal regulations discuss the various types of craft:</p> <ol style="list-style-type: none"> <li>(a) Manual Power                             <ul style="list-style-type: none"> <li>— rowboat</li> <li>— canoe</li> <li>— raft</li> </ul> </li> <li>(b) Sail</li> <li>(c) Motor Power                             <ul style="list-style-type: none"> <li>— outboard</li> <li>— inboard</li> </ul> </li> <li>(d) Sail and Power</li> <li>(e) Racing Machines</li> <li>(f) Air Cushion Vehicles</li> </ol>	<p><b>N.B. Some are provided "at cost".</b>  <i>Pamphlet:</i>                      N.B. Resources referring to "small craft" will be different from resources on "Boating" which might deal with larger craft.</p> <p>Transport Canada                      O.P.P.                      C.R.C.</p>
<p>2. <i>The student shall become familiar with the various regulations concerning the types of lights which must be carried on the above vessels.</i></p>	<p>— Discuss the various lighting systems which are required by Federal law for all boats to use when travelling between the hours of sunset and sunrise or when conditions of poor visibility would warrant their use.</p>	<p>Representatives from a local "Power Squadron" may be invited to participate in class discussions.</p>
<p>3. <i>The student shall be made aware of the steering and sailing rules which apply to travel:</i>                      (a) on open water                      (b) in a navigation channel.</p>	<p>— Discuss procedures which must be followed when the paths of two or more vessels will:</p> <ol style="list-style-type: none"> <li>(a) meet head-on</li> <li>(b) cross at an angle</li> <li>(c) overtake and pass</li> </ol>	<p>Canada Safety Council</p>

OBJECTIVE/CONCEPT	SUGGESTED ACTIVITIES	RESOURCES
<p><b>A. (Cont'd.)</b></p> <p>4. <i>The student shall become familiar with the "Whistle Signals" used on:</i></p> <p>(a) Great Lakes</p> <p>(b) all inland waterways other than the Great Lakes</p> <p><b>N.B.</b> Exception to this law is all vessels under 26 feet in length.</p> <p>5. <i>The student shall become familiar with the Canadian Buoyage System which governs the movement of vessels.</i></p>	<ul style="list-style-type: none"> <li>— Movement of various types of vessels could be simulated on blackboard, overhead projector, or floor to illustrate and reinforce the regulations governing the movement of vessels.</li> <li>— Models of boats, properly equipped with lights could be made as a class or individual project.</li> <li>— Models, charts, or actual equipment may be available from local power squadron or boat dealer for use in class sessions.</li> </ul>	<p><b>N.B. Some are provided "at cost".</b></p>
<p><b>B. 1. The student shall become aware of the special equipment which the law requires all vessels to carry.</b></p> <p>2. <i>The student shall become familiar with the special equipment required on all racing types of vessels.</i></p>	<ul style="list-style-type: none"> <li>— With reference to the Federal regulations, discuss the equipment which must be carried on each type of vessel noted in part A. 1. above. Major items include: oars, lifejackets, bailer or pump, anchor, fire extinguisher, flares.</li> <li>— Samples of all the above equipment could be brought into the classroom for students to examine and become familiar with their use.</li> <li>— Films of hydro-plane racing could be used to emphasize the safety precautions that are followed in this sport and to reinforce the importance of general safety rules that the boating public should follow.</li> </ul>	<p><i>Pamphlets</i> Federal Ministry of Transportation</p> <ul style="list-style-type: none"> <li>— Materials may be available from a local dealer for classroom use.</li> </ul> <p>Canada Safety Council</p>
<p><b>C. 1. The student shall avail him/herself of all the back-ground information he/she can find before craft under twenty registered tons equipped with motor of 10 h.p. or greater.</b></p> <p><b>D. 1. The student shall avail himself of all the back-ground information he can find before venturing out in a vessel.</b></p> <p>2. <i>The student shall become thoroughly familiar with the "Rules of the Road" for waterways.</i></p>	<ul style="list-style-type: none"> <li>— Contact a Federal Government Office and acquire a license application form.</li> <li>— Introductory films used as basis from which to begin discussion of safety in boating.</li> <li>— Using "Boating Safety Guide" discuss basic materials and information. (Transport Canada)</li> <li>— Representative from a local <i>Power Squadron</i> could lead a discussion on basic safety rules and regulations.</li> </ul>	<ul style="list-style-type: none"> <li>— Local representative of Ministry of Transportation and Communications or O.P.P. Safety Officer.</li> </ul> <p>Canada Safety Council</p> <p><i>Films:</i> Regional or Local Library Canadian Red Cross Society</p> <p><i>Pamphlets:</i> Federal Ministry of Transport Canada Safety Council Canadian Red Cross Society</p>

# OBJECTIVE/CONCEPT

## SUGGESTED ACTIVITIES

## RESOURCES

<p>E. 1. <i>The student shall become familiar with the general operating procedures connected with the type of craft to be operated.</i></p> <p>2. <i>The student shall be made aware that the key to safe operation is his/her knowledge of the vessel, his/her good judgement, and common courtesy.</i></p> <p>3. <i>The student shall become aware of the capabilities and limitations of vessel.</i></p> <p>4. <i>The student shall be made aware of his/her own limitations as an operator of a vessel.</i></p> <p>5. <i>The student shall become aware of the safety features of his/her vessel and the safety equipment required by law.</i></p> <p>6. <i>The student shall become aware of the importance of good vision to anyone who operates a pleasure craft.</i></p> <p>7. <i>The student shall be made aware of the disabilities both permanent and temporary which might affect one's ability to handle a vessel.</i></p> <p>8. <i>The student shall become familiar with the effects of alcohol and drugs on one's ability to handle a pleasure craft.</i></p>	<ul style="list-style-type: none"> <li>Learn as much as possible about the mechanical operation of the specific type of craft e.g. canoe, rowboat, sailboat, power boat, etc.</li> <li>Knowledge of minor repairs and adjustments is a practical necessity in case of an emergency.</li> <li>Never operate a faulty or unsafe vessel.</li> <li>Never re-fuel or start a motor with open flame or cigarette in the boat.</li> <li>Never "over-power" your boat.</li> <li>Never try to "ride out a storm", head for the closest safe anchorage or landing when a storm threatens.</li> <li>Always carry extra gasoline, tools, repair parts, and safety flares in case of an emergency.</li> <li>Start slowly and with simple craft in safe water. Only increase activities as experience and knowledge are acquired.</li> <li>Examine carefully safety features of vessels.</li> <li>See "Driver Safety Program" Part F. 1.</li> <li>See "Driver Safety Program" Part F. 2.</li> <li>See "Driver Safety Program" Part F. 3.</li> </ul>	<p>N.B. Some are provided "at cost".</p> <p><i>Books:</i> Canadian Red Cross Society</p> <p><i>Films:</i> O.S.L.</p> <p>Water Safety films and other materials are available for the use of schools. Catalogue on request from Canadian Red Cross Society.</p> <p>Canada Safety Council</p> <p><i>Filmstrip:</i> Ford Motor Corporation</p> <p><i>Films:</i> Modern Talking Pictures Must be adapted, through discussion to apply to boats and water travel.</p>
<p>F. 1. <i>The student shall be made aware that basic training is essential for the safe operation of a pleasure craft.</i></p> <p>2. <i>The student shall become aware of his/her legal status regarding pleasure craft.</i></p> <p>3. <i>The student shall develop the proper feeling of respect and care with which he/she must treat each type of vessel.</i></p> <p>4. <i>The student shall become aware of the importance that all boaters must show proper respect for other people and their property.</i></p>	<ul style="list-style-type: none"> <li>Class discussion led by an experienced boater or representative of a local Power Squadron.</li> <li>Joining a local Power Squadron would be an asset to the beginning as well as to the experienced boater.</li> <li>Through use of discussion groups or films, develop a set of rules which should be followed when boating near public beaches, swimming areas, diving areas, and other boats.</li> </ul>	<p><i>Films:</i> Ministry of Transport, Ottawa</p> <p><i>Film:</i> Regional or local Library</p> <p>Canada Safety Council</p>

OBJECTIVE/CONCEPT	SUGGESTED ACTIVITIES	RESOURCES
<p>G. 1. <i>The student shall become aware of the responsibility that each boater has to make boating a welcome activity in cottage and recreational areas.</i></p> <p>2. <i>The student shall become aware of the boater's environmental responsibility of seeing and enjoying — but not destroying.</i></p>	<ul style="list-style-type: none"> <li>— Observe all rules of boating safety and etiquette.</li> <li>— Observe the peace and quiet which should be shown in cottage areas by driving power boats sensibly.</li> <li>— Do not litter — respect and enjoy the environment.</li> <li>— Respect the rights of swimmers and campers and cottage owners along the shores.</li> <li>— Do not land or moor your craft on private property without permission.</li> </ul>	<p>N.B. Some are provided "at cost".</p>
<p>H. 1. <i>The student shall be made aware of the differences in steering and braking between an Air Cushion Vehicle and a conventional pleasure craft.</i></p> <p>2. <i>The student shall become familiar with the rules and regulations which govern the operation of the Air Cushion Vehicle</i></p> <ul style="list-style-type: none"> <li>— <i>Rules of Road for Great Lakes</i></li> <li>— <i>International Regulations for Preventing Collisions at Sea.</i></li> </ul> <p>3. <i>The student shall be made aware of the general operating rules for A.C.V.'s.</i></p>	<ul style="list-style-type: none"> <li>— Operation of A.C.V. below "hump speed" results in difficult steering and handling as well as considerable wash.</li> <li>— Study the method of operation of an A.C.V. using an example or model if possible.</li> <li>— Through class discussions study the rules which control the operation of an Air Cushion Vehicle on Canada's Inland waterways and also on open seas.</li> <li>— Rules — Be aware of wind speed and direction               <ul style="list-style-type: none"> <li>— Check speed constantly</li> <li>— Make steering control movements well in advance of turning point</li> <li>— Maintain speed above "hump speed" when near boats or swimmers</li> <li>— Beware of swimmers and underwater divers.</li> <li>— Stay clear of divers' flags.</li> </ul> </li> <li>— Cold waters and sudden inclement weather cause more boating fatalities than the summer season when use of boats reaches a peak.</li> </ul>	<p><i>Pamphlet:</i> Department of Transport, Ottawa</p>
<p>I. 1. <i>The student shall be made aware of the hazards of using boats for hunting and fishing particularly during the cold water seasons of spring and fall.</i></p>		<p><i>Pamphlet:</i> O.S.L., Toronto Canada Safety Council</p>



## I. (Cont'd.)

2. *The student shall be made aware of basic safety rules which apply to boating in cold water seasons.*

— Discussion of the following rules:

1. Use the right boat for the purpose in rough water.
  2. Keep loads light at all times — danger of capsizing.
  3. Avoid use of canoes unless portages are necessary.
  4. Keep a close check on the weather — be aware of possible harbours or shelter in case of storms.
  5. Use extra caution in handling small boats.
  6. Stay sober — a clear head and sound judgment are necessary.
  7. Confine activities to daylight hours.
- Wear protective clothing — wind and water-proof clothing closed tightly at cuffs and hood along with tightly fastened flotation device will provide adequate protection.

Royal Life Saving Society of Canada

Films:

3. *The student shall be made aware of the regulations under the Canadian Criminal Code which govern water skiers and tow boats.*

— Discuss the following three basic rules which are designed to help make water skiing a safer sport:

1. Reckless operation of a tow boat or skis is an offense.
2. Tow boat must have two persons aboard.
3. Night skiing is an offense.

4. *The student shall become familiar with some general "Do's and Don'ts" for water skiers.*

(See attached lists on the following pages.)

- J. *The student shall become familiar with basic life-saving procedures and techniques to be used in emergencies.*

See "Water Safety"

- K. *The student shall become familiar with the work of the Search and Rescue unit in the region in which he/she is boating.*

— Discuss in class the organization and operation of the Search and Rescue Organization.

Film:

National Health and Welfare Film Library

Pamphlet:

Coast Guard Rescue Officer  
Air Transport Command  
Canadian Forces Base  
Trenton, Ontario

Canada Safety Council

# DO'S AND DON'TS FOR SAFE OPERATION OF A VESSEL

from Transport Canada.

## DO

- Head for the closest safe anchorage or landing when a storm threatens and avoid the temptation to "buck it".
- Observe the regulations regarding the presence of lifesaving equipment, using only that stamped or labelled "approved" by the Department of Transport.
- Assist any boat in distress. The waving, in a vertical circular motion, of a piece of light coloured material or a light by night is a distinctive distress signal.
- Slow down when passing dredges or water where divers may be working.
- Slow down when making sharp turns, or in bad weather.
- Slow down when passing row boats and canoes, especially in narrow waters.
- Learn the Rules of the road--and practise them.
- When operating at night, carry a few red flares in a watertight container; the red flares used on railroads are efficient and inexpensive.
- Keep the bilges of the boat clean, free of oil, gasoline and rags, etc. Vent any enclosed areas into the open air.
- Check the battery and its ventilation.
- Respect your boat and know its limitations.
- Follow the regulations regarding fire precautions and fire extinguishing equipment.
- Carry an anchor and sufficient length of sound cable, rope or chain—at least five times the average anchorage depth. Be sure that the inboard end of the line is securely fastened to the boat.
- Wear a lifejacket when in small boats whether or not lifesaving cushions are carried.
- Where practicable join a yacht or boat club and keep fully informed on regulations, etc.
- When engaged in extended cruising carry the latest corrected charts and related publications in your boat at all times.

## DON'T

- Stand up or change seats in a small boat, particularly when the boat is full. If necessary, crouch low and keep the weight on the boat's centerline, holding on to both gunwales.
- Operate near swimmers.
- Mix liquor and boating.
- Use a leaky or poorly built boat.
- Cruise fast enough to create a dangerous swell when near small boats.
- Leave your tiller or steering wheel unattended, especially when under way in harbours, anchorages or narrow channels.
- Throw garbage overboard.
- Blow your horn or use the spotlight unnecessarily.
- Wait until the last minute to signify your intentions of obeying the Rules of the Road.
- Anchor close to other boats.
- Cruise at high speed in or near an anchorage.
- Hold impromptu races with other boats, since row boats, canoes and other very small craft are endangered by the wash.
- Attempt to swim ashore if your boat is capsized or swamped. Hang on to the boat until you are picked up.
- Be a "show-off".
- "Buzz" bathing beaches; swimmers are hard to see in the water.
- Carry out-dated charts and related publications in your boat. Always use the latest corrected editions at all times.

# DO'S AND DON'TS FOR WATER SKIERS

## DO

1. Check all equipment before starting.
2. Always have two people in the tow boat. (See Offense No. 2.)
3. Always wear life jacket.
4. Learn the accepted signals.
5. Always coil the tow line neatly for take-offs — skier handles own tow line.
6. Keep spectators well clear of tow line on take-offs.
7. Always approach shore on an angle — never straight on.
8. Throw tow line clear of yourself when taking a fall.
9. If you are unhurt after taking a fall, give tow boat operators the OK signal (Wave arm.)

## DO NOT

1. Ski if you cannot swim.
2. Ski at night. (See Offense No. 3.)
3. Ski in shallow or unknown waters.
4. Ski near swimmers, swimming areas, skin divers, docks or other obstructions.
5. Ski in rough water (white caps).
6. Ski (more than one skier on one boat) with one tow rope longer than the others.
7. Ski with an inexperienced boat operator.
8. "Stunt ski" without experienced instruction and training. (Causes majority of accidents.)
9. Put tow rope around any part of the body.
10. Put arms, legs, head or body through the triangle formed by the tow bar and attached ropes.
11. Make "dry" landings — release tow bar at safe distance from dock or beach.
12. Overestimate your ability.

# Small Craft Safety Knowledge

The enjoyment, satisfaction and safety of recreational boating are enhanced by *knowledge of the principles of Small Craft Safety*.

## A. Safe Practices

The *application of safe boating practices* reduces the potential for accidents related to insufficient *knowledge*.

1. Securing - Docks
  - K-leats/Rings - Knots
2. Safe Embarking/DebarKing
  - balance - Centre of gravity
3. Safe Loading - load/power capacity - centre of gravity,
  - trim - seating/standing, - changing places
4. Safe Launching/Beaching/ Docking
5. Safety check - 1. safety equipment, 2. load, 3. trim, 4. power - fuel, motor 5. right of way
6. Interpreting conditions -
  - *weather* - winds - clouds, - fog, - lightening, - rain, - water - waves - tides, currents
  - *time* visibility shoreline bottom, hazards, marking/ signals, signs/buoys
7. Safe Passage (Navigation)
  - right of way, - channels, - speed
8. Safe leisure - games, - water skiing

## B. Navigation

Navigation aids are the tools of *safe passage*.

- a. charts & topographical maps
- b. compass
- c. buoyage
- d. navigational lights
- e. marine signals
- f. M.O.T. Regulations

## C. Safe Equipment

Knowledge of the *quality* and *performance characteristics* of boating equipment will assist in the selection of *safe equipment* for recreational boating.

- |                                       |  |
|---------------------------------------|--|
| Quality                               |  |
| - structure/function                  |  |
| - weight                              |  |
| - materials                           |  |
| - finish                              |  |
| - craftsmanship                       |  |
| Performance                           |  |
| - design/shape, displacement          |  |
| - floating - stability characteristic |  |
| - trim - capsiz                       |  |
| - planing characteristic              |  |
| Standards                             |  |
| - M.O.T. plate                        |  |
| - load/power capacity                 |  |
| Safety Equipment                      |  |
| - M.O.T. standards                    |  |
| - life jackets P.F.D.'s               |  |
| - anchors                             |  |

## D. Emergency Procedures

Knowledge of hazards and emergency procedures will reduce the potential of serious boating accidents.

1. Safe encountering of hazards
  - currents - streams
  - bottom
  - weather
2. *Survival*
  - capsiz
  - cold water
  - drownproofing

NOTE: The above list of discussion topics may be used in conjunction with THE SAFEBOATING GUIDE, available through Transport Canada or The Small Craft Safety Texts available through The Canadian Red Cross Society.

# First Aid For Boat Owners

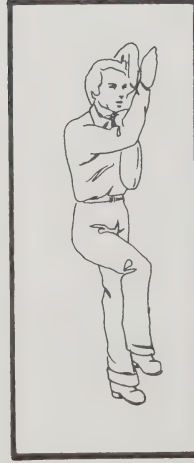


MOUTH TO MOUTH RESUSCITATION



REVISED SYLVESTER

SEMI-PRONE POSITION



St. John Ambulance,  
46 Wellesley Street East  
TORONTO, Ontario.

To enroll in an eight hour Emergency First Aid Course  
contact your local St. John Ambulance.

ST. JOHN AMBULANCE



## FIRST AID FOR BOAT OWNERS

Every boat owner or operator should take a St John Ambulance First Aid Course and carry a First Aid Kit in his boat.

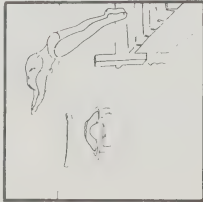
Be ready for emergencies. In case of an upset or a swamping, use the boat as a life raft. Don't attempt to swim to shore.

Wear an approved lifejacket when in small boats whether or not lifesaving cushions are carried.

If someone falls overboard, extend a pole or an oar to him if he's within reach. If not, look for something that will float — a gas can, thermos jug or a plastic cooler and toss it to him. Know the Rules of the "Road" and Canadian Regulations for vessels. Let someone know where you plan to go.

### ARTIFICIAL RESPIRATION

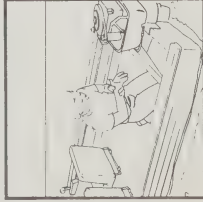
In cases of drowning, strangulation, heart attack and electrical shock, commence artificial respiration IMMEDIATELY. Make sure that the mouth and throat are free of obstruction. Loosen tight clothing. Keep the casualty warm. Mouth to mouth resuscitation is the most effective method to use. If head injuries make this impossible, the Revised Sylvester Method should be applied.



Respect your boat and know its limitations.

### BLEEDING

Severe bleeding, whether spurting from an artery or flowing freely from a vein, requires immediate attention. Control by applying direct pressure with a clean dressing or with your hand, directly on the wound. Raise the wounded arm, leg, or head above heart level. Maintain pressure as long as necessary and get casualty to medical help.



Assist any boat in distress. The waving, in a vertical circular motion, of a piece of light coloured material or a light by night is a distinctive distress signal.

### FRACTURES & SPRAINS

All fractures need medical attention. Before moving a casualty, you must splint the break. Use an oar or a convenient substitute to immobilize the broken bone. In the case of a leg, the uninjured leg can be the splint. Use plenty of bandages to secure the splint above and below the break. SPRAINS commonly occur in the ankle or wrist. Immediate application of a cold compress followed by wrapping with a firm bandage will help prevent swelling and ease pain. Send casualty to doctor or hospital for X-ray and treatment.

Be sure to wear proper footwear on board to prevent slipping or falling.



### WATER SKIING

Water skiers should be competent swimmers. Avoid serious injuries by using common sense. Don't ski with an inexperienced boat operator, in shallow water or at night: in swimming areas, or too close to shore or other boats.



Remember the OK signal after a fall: "both hands clasped over the head".

### UNCONSCIOUSNESS

A blow on the head can cause loss of consciousness. Never leave an unconscious patient alone. Never leave him on his back. When casualty has been checked for other injuries, place him in semi-prone position on his side with his upper leg drawn up to support him and his chin tilted slightly back. Loosen tight clothing. Give nothing by mouth. Patient should be seen by a doctor.



Carry all required and recommended safety equipment.

### BURNS AND SUNBURNS

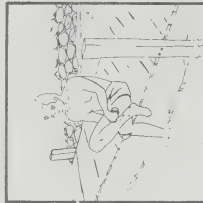
Immerse the burned area in cold water to relieve pain. Do not break blisters, cover with a clean dressing. Severe burns need immediate medical attention. It's better to prevent sunburn rather than cure it. For minor sunburn, cool water is the best way to relieve the pain. If the sunburn is severe, fever may occur and professional assistance should be sought.



Follow the regulations regarding fire precautions and fire extinguishing equipment.

### LEECHES

The bites from these creatures may not be felt at the time but once they have taken hold any attempt to dislodge them by force does more harm than good. To remove the leech, apply a lighted match, the glow end of a cigarette, common salt or a drop of oil or turpentine to its back. Cleanse the bitten area with rubbing alcohol and apply a dry dressing.



Slow down when passing row boats and canoes, when making sharp turns or in bad weather.

### FISH HOOKS

Never attempt to pull a fish hook out of the skin, as the barbed hook will lacerate the flesh. Get to medical aid immediately.



Head for the closest safe anchorage or landing when a storm threatens.

14



CAMPING



## SAFETY IN RECREATIONAL ACTIVITIES — CAMPING PROGRAM

### BEHAVIOURAL OBJECTIVES

The students shall:

- A. become aware of the essentials in pre-planning.
- B. become knowledgeable in the selection and use of proper camping equipment.
- C. become familiar with the basics of a safe site.
- D. become familiar with procedures to follow if lost.
- E. become knowledgeable of the potential dangers associated with animals.
- F. be able to recognize common snakes and signs of snake bite.
- G. become aware of methods of protection from insects.
- H. become familiar with means of protecting themselves from poisonous plants.
- I. become aware of the dangers of seasonal exposure and weather.

OBJECTIVE/CONCEPT	SUGGESTED ACTIVITIES	RESOURCES
<p>A. <i>The student shall become aware of the essentials in pre-planning.</i></p> <ol style="list-style-type: none"> <li>1. Location of and route to camp site.</li> <li>2. Check proper shelter, sleeping equipment, stoves, lanterns, coolers, utensils.</li> <li>3. Food supply.</li> <li>4. Novice familiarizes him-/herself with equipment.</li> </ol>	<ul style="list-style-type: none"> <li>— Name basic equipment for shelter and sleeping.</li> <li>— List basic equipment for food preparation.</li> <li>— Prepare a list of camping areas within a certain radius.</li> <li>— Prepare checklists of requirements for a camping trip.</li> <li>— Discuss care of equipment.</li> <li>— Novices set-up and try out equipment in back yard setting (including packing).</li> </ul>	<p><b>N.B. Some are provided "at cost".</b></p> <p><i>Books:</i></p> <p>Ministry of Natural Resources Ontario Safety League O.P.P. National Safety Council</p>
<p>B. <i>The student shall become knowledgeable in the selection and use of proper camping equipment.</i></p> <ol style="list-style-type: none"> <li>1. Cooking and eating utensils.</li> <li>2. Proper clothing.</li> <li>3. Tools — axe, pocketknife, flashlight, extra rope, waterproof matches, compass.</li> <li>4. First-aid equipment.</li> </ol>	<ul style="list-style-type: none"> <li>— Demonstrate cooking techniques over an open fire.</li> <li>— List hazards in cooking over an open fire.</li> <li>— Demonstrate proper method of opening, using and closing a pocketknife.</li> <li>— Demonstrate how to sharpen an axe and knife.</li> <li>— Demonstrate how to use an axe, compass.</li> <li>— List basic requirements to be included in a first-aid kit.</li> </ul>	<p><i>Films:</i></p> <p>St. John Ambulance Canadian Red Cross</p>
<p>C. <i>The student shall become familiar with the basics of a safe site.</i></p> <ol style="list-style-type: none"> <li>1. Availability of pure water.</li> <li>2. Sanitation facilities.</li> <li>3. Garbage disposal.</li> <li>4. Location of fire-site.</li> <li>5. Location of camp-site in sheltered area.</li> <li>6. Lightning hazards.</li> <li>7. Camp-site cleanliness.</li> </ol>	<ul style="list-style-type: none"> <li>— Demonstrate purifying water (naturally — chemically).</li> <li>— Identify hazards of poor treatment of garbage.</li> <li>— Demonstrate fire building techniques.</li> <li>— List possible hazards such as lightning, flooding, fire.</li> <li>— Demonstrate how to extinguish matches.</li> <li>— Discuss importance of leaving a clean camp-site.</li> <li>— Make a list of "do's" and "don'ts" related to camp-site safety.</li> </ul>	<p><i>Books:</i></p> <p>Canadian Red Cross Society Ontario Ministry of Health St. John Ambulance</p>

OBJECTIVE/CONCEPT	SUGGESTED ACTIVITIES	RESOURCES
<p>D. <i>The student shall become familiar with procedures to follow if lost.</i></p> <ol style="list-style-type: none"> <li>1. Stay calm.</li> <li>2. Try to analyze mistakes.</li> <li>3. Carry a compass, map and whistle.</li> <li>4. Use an acceptable distress signal.</li> </ol>	<ul style="list-style-type: none"> <li>— Demonstrate how to use a compass.</li> <li>— Practise using a compass e.g. treasure hunts.</li> <li>— Learn three examples of the universal distress signal.</li> <li>— Practise using topographic maps.</li> </ul>	<p>N.B. Some are provided "at cost".</p> <p><i>Films:</i> National Safety Council Ministry of Natural Resources</p>
<p>E. <i>The student shall become knowledgeable of the potential dangers associated with animals.</i></p> <ol style="list-style-type: none"> <li>1. Pets.</li> <li>2. Wild animals.</li> <li>3. Obey officers and signs.</li> <li>4. Sleeping facilities if bears nearby.</li> <li>5. Food odours at night.</li> </ol>	<ul style="list-style-type: none"> <li>— State reasons why it could be dangerous to play with strange pets.</li> <li>— Identify three hazards that might result from associating with wild animals.</li> <li>— Make posters illustrating unsafe practices with wild animals.</li> <li>— Limericks or poems.</li> <li>— Illustrate or describe a "safe" camp-site.</li> <li>— Create bulletin board showing the common outdoor animals in your area.</li> <li>— Construct paper mâché animals.</li> </ul>	<p><i>Films:</i> International Tele-Film Enterprises National Film Board Moreland-Latchford Productions Ltd. O.P.P. St. John Ambulance Canadian Wildlife Association Department of Energy, Mines and Resources, Ottawa</p>
<p>F. <i>The student shall become knowledgeable of common snakes and signs of snake bite.</i></p> <ol style="list-style-type: none"> <li>1. Recognition of Mississauga Rattler.</li> <li>2. Recognize signs of snake bite.             <ul style="list-style-type: none"> <li>— burning pain</li> <li>— rapid swelling</li> <li>— often nausea</li> <li>— rapid pulse</li> <li>— low blood pressure</li> <li>— discoloration around bite</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>— List snakes commonly found.</li> <li>— Make posters of snakes.</li> <li>— Discuss such aspects as rock piles, poisonous snakes in certain areas (Georgian Bay region), and timidity of snakes.</li> <li>— State characteristics of a poisonous snake bite.</li> <li>— State how to recognize shock.</li> <li>— Have a doctor or nurse discuss treatment for shock.</li> <li>— List first aid procedures to follow in case of snake bite.</li> <li>— Display a snake bite kit and instruct how to use it.</li> </ul>	<p>O.P.P. St. John Ambulance</p>
<p>G. <i>The student shall become aware of methods of protection from insects.</i></p> <ol style="list-style-type: none"> <li>1. Breezy campsites.</li> <li>2. Smudge fires.</li> <li>3. Use of netting.</li> <li>4. Use of repellants.</li> </ol>	<ul style="list-style-type: none"> <li>— Identify common insects and explain how some are a danger to man.</li> <li>— Discussion on the value of some insects.</li> <li>— Demonstrate the use of netting as clothing and on doors and windows of shelter.</li> <li>— Demonstrate application of repellent to clothing, skin and inside shelter.</li> <li>— State how misuse of repellent could be dangerous.</li> </ul>	<p><i>Films:</i> Moreland-Latchford Productions Ltd. Educational Film Distributors St. John Ambulance Canadian Red Cross</p>



# OBJECTIVE/CONCEPT

## SUGGESTED ACTIVITIES

## RESOURCES

H. *The student shall become familiar with means of protecting him-/herself from poisonous plants.*

1. Poison ivy.
2. Poison oak.
3. Poison sumac
4. Nettles.

- Make labelled diagrams of common poisonous plants.
- Discuss ways one can be infected without actually touching a poisonous plant.
- Discuss procedures to follow if contact is made with such a plant.
- Discuss proper clothes to wear when in infected areas.
- Create cartoons, limericks, poems, etc.

N.B. Some are provided "at cost".

### *Pamphlets:*

St. John's Ambulance  
Canadian Red Cross  
See section on First Aid

I. *The student shall become aware of the dangers of seasonal exposure and weather.*

1. Sunburn.
2. Sunstroke.
3. Lightning storm.
4. Flash floods.
5. Forest fires.
6. Frostbite.
7. Snowblindness.

- List dangers of severe sunburn.
- Invite school nurse to discuss "How to get a tan" and "What to do about sunstroke".
- Prepare reports on areas where flash floods and/or forest fires are likely to occur.
- Invite Conservation Officer to visit.
- Give illustrations of proper actions during a lightning storm.
- Discuss safe campfire habits.
- Discuss frostbite and proper first aid procedures.
- Posters, cartoons, bulletin boards, etc.

See Section on Fire Safety.

See Section on First Aid.



15

# HIKING





## HIKING

### BEHAVIOURAL OBJECTIVES

The student shall:

- A. become familiar with proper wearing apparel.
- B. become familiar with proper equipment needed for safe hiking.
- C. recognize the importance of pre-trip planning.
- D. develop an understanding of and an awareness of safety precautions.
- E. become familiar with the basic rules of safety in hiking.

OBJECTIVE/CONCEPT	SUGGESTED ACTIVITIES	RESOURCES
<p><b>A. The student shall become familiar with proper wearing apparel.</b></p> <ol style="list-style-type: none"> <li>1. Footwear               <ul style="list-style-type: none"> <li>— broken-in</li> <li>— hard sole, ridged</li> <li>— good ankle support</li> <li>— one pair of wool socks</li> </ul> </li> <li>2. Weather conditions and hiking area determine other clothing worn.</li> <li>3. Back-packs               <ul style="list-style-type: none"> <li>— consider weight and style</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>— Make posters or pictures depicting a properly dressed hiker.</li> <li>— Discussion of proper clothing relative to different seasons.</li> <li>— Discussion of proper clothing relative to different weather conditions.</li> <li>— Discuss different areas through which a person might hike.</li> <li>— Students display different styles of back-packs and discuss advantages and disadvantages.</li> <li>— Make posters depicting equipment required for hiking.</li> <li>— Discussions on               <ul style="list-style-type: none"> <li>— nutritious foods</li> <li>— knapsack styles</li> <li>— types of canteens</li> <li>— types of compasses</li> <li>— adequate contents of first-aid kit</li> </ul> </li> <li>— Make a display of equipment needed for hiking.</li> <li>— Group students and assign each group one item needed for hiking — group lists reasons why their item is a necessity.</li> </ul>	<p><b>N.B. Some are provided "at cost".</b></p> <p><i>Book:</i></p> <ul style="list-style-type: none"> <li>'Day-Hiking and Backpacking in Ontario'</li> <li>Ellis Roddick Pub, Greey de Pencier</li> </ul> <p><i>Films:</i></p> <ul style="list-style-type: none"> <li>Local Library</li> <li>Local Campers' and Hikers' Association</li> <li>Local Youth Hostel Association</li> <li>Local Scouts and Guides of Canada</li> </ul>
<p><b>B. The student shall become familiar with proper equipment needed for safe hiking.</b></p> <ol style="list-style-type: none"> <li>1. Knapsack</li> <li>2. Water Canteen</li> <li>3. Food</li> <li>4. Compass</li> <li>5. Knife</li> <li>6. Matches in water-proof container</li> <li>7. First-aid Kit</li> <li>8. Insect Repellent</li> <li>9. Flashlight</li> </ol>		
<p><b>C. The student shall recognize the importance of pre-trip planning.</b></p> <ol style="list-style-type: none"> <li>1. Familiarization with terrain.</li> <li>2. Equipment inventory</li> <li>3. Map your route</li> <li>4. Follow trails and trail markers.</li> </ol>	<ul style="list-style-type: none"> <li>— Study of topographic map reading.</li> <li>— Study of air-photos.</li> <li>— Students compile list of necessary equipment.</li> <li>— Students have a "dry run" using the equipment.</li> <li>— Draw diagrams showing trail markers.</li> </ul>	



OBJECTIVE/CONCEPT	SUGGESTED ACTIVITIES	RESOURCES
<p><b>D.</b> <i>The student shall develop an understanding of and an awareness of basic rules of safety for hiking.</i></p> <ol style="list-style-type: none"> <li>Plan hike for daylight hours.</li> <li>Hike should begin only in suitable weather.</li> <li>Do not drink water from a strange source.</li> <li>Leave all animals, snakes and insects alone.</li> <li>Familiarize yourself with dangers associated with               <ul style="list-style-type: none"> <li>campfires</li> <li>lightning</li> <li>deep water</li> <li>harmful plants</li> </ul> </li> <li>Travel in groups of three or more.</li> <li>Be properly dressed and equipped.</li> <li>Rest often.</li> <li>Check on each other.</li> <li>Be serious — don't horseplay.</li> <li>Leave information as to your route and arrival or return time.</li> </ol> <p><b>E.</b> <i>The student shall become familiar with procedures to follow if lost.</i></p> <ol style="list-style-type: none"> <li>Be calm, don't panic.</li> <li>Try to retrace your steps using compass and map if possible.</li> <li>Mark your trail in some way so rescuers can follow you.</li> <li>Following waterways downstream usually leads to civilization.</li> <li>If hopelessly lost, remain where you are.</li> <li>Learn the universal distress signals.</li> </ol>	<ul style="list-style-type: none"> <li>Have students list and/or discuss reasons for each of the objectives.</li> <li>Students complete an unfinished story based on one of the objectives.</li> <li>Study unit on creatures a hiker might meet on a hike.</li> <li>Study unit on how to purify water.</li> <li>Compile statistics on forest fires caused by campfires, lightning, etc.</li> <li>Group students — each group discusses and lists reasons to support one of the basic rules.</li> <li>Dramatize possible hazards and accidents that could result from horseplay.</li> <li>Prepare posters depicting safety rules of hiking.</li> <li>Have a Scout leader address students.</li> <li>Students investigate the existence of "trail associations" and write for information.</li> </ul> <ul style="list-style-type: none"> <li>Group students — assign each group one objective — the group discusses and lists reasons to support objective.</li> <li>Discuss ways of marking a trail.</li> <li>Discuss stream and settlement patterns.</li> <li>Students discuss all the ways that the universal distress signal can be used.</li> <li>Dramatization of students becoming lost and applying some of the objectives.</li> </ul>	<p>N.B. Some are provided "at cost".</p> <p><i>Pamphlets:</i>          St. John's Ambulance          Ontario Safety League</p>



16

HUNTING



## SAFETY IN RECREATIONAL ACTIVITIES – HUNTING PROGRAM

The minimum age requirement in Ontario is sixteen years, but a resident of Ontario may obtain a hunting license at the age of fifteen with the written consent of both parents, or guardians. Every new hunter under twenty years of age must take a course in safe hunting and must pass an examination on the subject, as prescribed by law, before a hunting license can be obtained. All hunters, applying for a hunting license for the first time, must pass the required examination.

In Ontario, no person may hunt without a license, except a farmer and his family whose chief occupation is farming and who actually reside on, and till their own land. If they hunt on any but their own land, they must procure a license as outlined in the regulations.

from Hunter's Handbook Part I  
— Ministry of Natural Resources  
of Ontario

### Teaching of Hunting Safety:

Be absolutely certain that your teaching of hunting safety is not misconstrued by the student as an indication that he/she is *legally* allowed to possess a firearm. The law regarding possession of firearms by juveniles is included on the next page.

## RECREATION – HUNTING

### Firearm:

— *any* barrelled weapon from which any *shot, bullet, or other missile* can be discharged and that is *capable of causing serious bodily injury or death* to the person, that includes anything that can be adapted for use as a firearm. (as per S82 (1) Criminal Code of Canada)

NOTE: Air Rifles and Pellet Guns

- a) Pellet guns .177 and larger are almost as effective as a .22 rifle.
- b) B.B.'s will penetrate skin and eyes.
- c) Pellet guns of pump-type will shoot through tin cans.

These then would be considered as "firearms" above.

### Possession of "Firearms"

*"Everyone who sells, barter, gives, lends, transfers or delivers any firearm or ammunition to a person under 16 years who is not a holder of a permit under which he may possess it, is guilty of an offence punishable on summary conviction".* (Sec. 87 Criminal Code of Canada)

### Provincial Law Re: Possession for Hunting

In 1968 it became mandatory for all *new hunters under 20 years* of age to complete a hunter safety course before being eligible to purchase a *hunting license*.

No person under *15 years* of age is accepted for the Hunter Safety Course!

BEHAVIOURAL OBJECTIVES

- The student shall:
- A. recognize the types of firearms.
  - B. become familiar with the four basic firearm parts.
  - C. become knowledgeable of the proper methods of storage of firearms and ammunition.
  - D. demonstrate the ability to clean firearms.
  - E. demonstrate proper method of transporting firearms.
  - F. demonstrate proper method of handling firearms.
  - G. become familiar with the "Ten Commandments of Firearm Safety".

OBJECTIVE/CONCEPT	SUGGESTED ACTIVITIES	RESOURCES
<p><b>A.</b> <i>The student shall recognize the types of guns.</i></p> <ul style="list-style-type: none"><li>1. rifles</li><li>2. handguns</li><li>3. shotguns</li></ul>	<ul style="list-style-type: none"><li>– Make posters depicting the various types of guns.</li><li>– Discuss dangers of playing with guns.</li><li>– Use magazine pictures for discussion.</li><li>– Field trip to a museum displaying guns.</li><li>– Field trip to retail store to study structure and safety questions associated with firearms.</li><li>– Conservation Officer to visit class to discuss gun safety.</li></ul>	<p><b>N.B. Some are provided "at cost".</b></p> <p><i>Films:</i></p> <ul style="list-style-type: none"><li>Educational Film Distributors</li><li>Modern Talking Picture Service</li></ul>
<p><b>B.</b> <i>The student shall become familiar with the four basic gun parts.</i></p> <ul style="list-style-type: none"><li>1. stock</li><li>2. sights</li><li>3. action</li><li>4. barrel</li></ul>	<ul style="list-style-type: none"><li>– Using toy guns identify and explain the 4 basic parts.</li><li>– Make labelled diagrams of firearms.</li></ul>	
<p><b>C.</b> <i>The student shall become knowledgeable of the proper methods of storage of guns and ammunition.</i></p> <ul style="list-style-type: none"><li>1. Firearms – should be kept unloaded, uncocked, out of reach, out of sight and locked up.</li><li>2. Ammunition – store away from firearms, out of reach, out of sight and locked up.</li></ul>	<ul style="list-style-type: none"><li>– State reasons firearms should be kept unloaded.</li><li>– Demonstrate with a "cap-gun" what can happen when the firearm is left loaded and cocked.</li><li>– State reasons firearm should be stored away from ammunition.</li><li>– Discuss why ammunition should not be stored near sources of heat or severe impact.</li><li>– Collect newspaper articles on firearm accidents – chart causes.</li><li>– Create cartoons, limericks, etc.</li><li>– Make posters.</li></ul>	<p><i>Books/lets:</i></p> <ul style="list-style-type: none"><li>Ministry of Natural Resources</li><li>'Hunter's Handbook I'</li><li>'Hunter's Handbook II'</li><li>'Ten Commandments of Hunter Safety'</li><li>'Instructor's Guide in Hunter Training'</li><li>'Accident Fatalities – Canada' #45127</li><li>Ontario Safety League</li><li>'First Aid for Emergency'</li><li>Canadian Red Cross Society</li></ul>



OBJECTIVE/CONCEPT	SUGGESTED ACTIVITIES	RESOURCES
<p>D. <i>The student shall demonstrate the ability to clean guns.</i></p> <ol style="list-style-type: none"> <li>1. Treat firearm as if it were loaded.</li> <li>2. Point muzzle in safe direction.</li> <li>3. Remove or empty magazine.</li> <li>4. Open the action.</li> <li>5. Clean and lubricate properly.</li> <li>6. Recheck before reassembling.</li> </ol>	<ul style="list-style-type: none"> <li>– Given the six considerations in cleaning a gun, the pupil shall be able to place them in sequential order.</li> <li>– A qualified person to demonstrate proper cleaning procedures.</li> <li>– The student demonstrates proper cleaning procedures.</li> <li>– Students bring in and discuss literature from manufacturers on gun cleaning.</li> <li>– Discuss reasons for cleaning.</li> </ul>	<p>N.B. Some are provided "at cost".</p>
<p>E. <i>The student shall demonstrate proper method of transporting firearms.</i></p> <ol style="list-style-type: none"> <li>1. Unloaded, uncocked and disassembled.</li> <li>2. Transport in case or wrapped.</li> <li>3. Carry ammunition separately.</li> </ol>	<ul style="list-style-type: none"> <li>– Discuss safety precautions in carrying or transporting firearms.</li> <li>– List rules to follow.</li> <li>– Demonstrations using toy firearms.</li> <li>– Create a list of unsafe practices illustrated in television programs.</li> </ul>	<p>O.S.L. O.P.P. Ministry of Natural Resources</p>
<p>F. <i>The student shall demonstrate proper method of handling guns.</i></p> <ol style="list-style-type: none"> <li>1. Treat all guns as though they are loaded.</li> <li>2. Keep muzzle pointed in safe direction and away from body.</li> <li>3. When loaded, keep gun on safety until ready to be fired.</li> <li>4. Before using small arms:             <ul style="list-style-type: none"> <li>– know correct size and type of ammunition</li> <li>– know that all parts of firearms are in working order.</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>– Test students using pictures containing some examples of safe and unsafe gun handling methods.</li> <li>– Collect pictures displaying gun-handling.</li> <li>– Collect and discuss newspaper articles concerning gun accidents.</li> <li>– Create posters.</li> <li>– Create slogans.</li> <li>– Study manufacturer's charts of bullet calibre.</li> </ul>	
<p>G. <i>The student shall learn to discriminate between rational and irrational use of firearms.</i></p>	<ul style="list-style-type: none"> <li>– Discuss, using media resources, the implications of possession of firearms.</li> </ul>	

## **“TEN COMMANDMENTS OF FIREARMS SAFETY”**

**G.**

### **Hunters' Handbook Part I**

Ministry of Natural Resources.

1. Treat every firearm as if fully loaded.
2. Positively identify your target.
3. Never point a firearm at anything you do not wish to shoot.
4. Carry your firearm so that muzzle direction can always be controlled. (Keep the “Safety” on.)
5. Firearms carried into camp or home should be unloaded and be disassembled or have action open.
6. Make sure the ammunition is correct and there are no obstructions in the barrel etc.
7. Firearms should never be left unattended and loaded. The firearm and ammunition should be stored separately, under lock and key and out of reach of children.
8. Never climb a tree or fence with a loaded firearm. Do not pull a firearm towards you by the muzzle.
9. Never shoot a bullet at a hard flat surface or the surface of water. Think where it might end up. (At target practice ensure that the backstop is adequate.)
10. Alcohol and firearms do not mix. Do not permit the use of alcohol by members carrying (or about to carry) firearms.

17



WATER



## WATER SAFETY

### BEHAVIOURAL OBJECTIVES

The student shall:

- A. develop positive attitudes toward water safety.
- B. recognize potential dangers associated with water.
- C. become familiar with various types of life jackets.
- D. be able to perform artificial respiration and recognize related health problems.

- E. be aware of the importance of learning to swim and taking swimming lessons from qualified instructors.
- F. develop an awareness of environmental hazards.
- G. become familiar with water safety rules.

OBJECTIVE/CONCEPT	SUGGESTED ACTIVITIES	RESOURCES
<p>A. <i>The student shall develop positive attitudes toward water safety.</i></p> <ul style="list-style-type: none"> <li>— accidents are the number one child killer</li> <li>— drownings occur in Canada at the rate of more than 1 000 per year</li> <li>— the school age group (7-21) accounts for over 1/3 of the total drownings</li> <li>— the younger the child the more venturesome and less cautious he/she is.</li> </ul>	<ul style="list-style-type: none"> <li>— Create stories and/or poems about water fun — post for all to read and discuss — illustrate.</li> <li>— Crosswords using water safety as theme.</li> <li>— Scrambled words.</li> <li>— Create posters to illustrate Do's and Don'ts.</li> <li>— Conduct experiments in 'buoyancy' and relate to students.</li> <li>— Conduct experiments to show resistance in water and relate to themselves.</li> <li>— Collect statistics on accidents associated with water; make graphs, charts, etc.</li> <li>— Projects and reports on themes such as:               <ul style="list-style-type: none"> <li>— History of the Red Cross Water Safety Service</li> <li>— Royal Life Saving Society of Canada</li> <li>— Famous Swimmers</li> </ul> </li> </ul>	<p><b>N.B. Some are provided "at cost".</b> Teachers' Guide to Classroom Red Cross Water Safety P.S.</p> <p><i>Films:</i> The Canadian Red Cross Society St. John Ambulance O.S.L. O.P.P. Transport Canada The War Amputations of Canada</p> <p><i>Pamphlets:</i> Canadian Red Cross</p>
<p>B. <i>The Student shall recognize potential dangers associated with water.</i></p> <ol style="list-style-type: none"> <li>1. non-swimmers playing near water</li> <li>2. swimming alone</li> <li>3. swimming in unknown waters</li> <li>4. swimming after dark</li> <li>5. diving into unknown waters</li> <li>6. horseplay near or in the water</li> <li>7. danger of cramps</li> <li>8. obey all warning signs</li> <li>9. temperature of the water should be comfortable</li> <li>10. swimming after meals</li> </ol>	<ul style="list-style-type: none"> <li>— Students compile lists of potential dangers associated with water.</li> <li>— Invite a qualified lifeguard or a Water Safety representative to speak.</li> </ul> <p>Points to include in a discussion:</p> <ul style="list-style-type: none"> <li>— Collect newspaper articles on water accidents and graph their causes.</li> <li>— Recognize the first full week of June as "Water Safety Week" and students create activities which emphasize water safety.</li> <li>— Invite guest speakers from Canadian Red Cross.</li> </ul>	<p>Canadian Red Cross National Life Guard Service Royal Life Saving Society The "Y"</p> <p>The Canadian Red Cross Society Transport Canada St. John Ambulance O.S.L. Royal Life Saving Society</p>



OBJECTIVE/CONCEPT	SUGGESTED ACTIVITIES	RESOURCES
C. <i>The student shall become familiar with various types of approved life jackets.</i>	<ul style="list-style-type: none"> <li>display and discuss types of approved life jackets.</li> <li>invite guest speakers from:               <ul style="list-style-type: none"> <li>Transport Canada</li> <li>Local dealers of water sports equipment</li> <li>Red Cross</li> </ul> </li> </ul>	<p><b>N.B. Some are provided "at cost".</b>            (See — Boating Safety — Objective B)            (See also Transport — Boating Safety Guide — Canada).</p> <p>Canadian Red Cross</p>
D. <i>The student shall be able to perform artificial respiration and recognize other water-related health problems.</i>	<p><b>NOTE:</b> It is recommended that a qualified instructor be used here.</p> <ol style="list-style-type: none"> <li>Methods:               <ol style="list-style-type: none"> <li>Direct (Mouth-to-Mouth and Mouth-to-Nose)</li> <li>Manual (Sylvester) Method</li> <li>Mechanical Method                   <ul style="list-style-type: none"> <li>resuscitation</li> <li>inhalator</li> <li>aspirator (knowledge of the above processes only)</li> </ul> </li> </ol> </li> </ol>	<p><i>Pamphlets:</i> Canadian Red Cross Society</p> <p><i>Films:</i> Regional or local Library National Health and Welfare Film Library O.S.L. O.P.P. Canadian Red Cross Royal Life Saving Society</p>
E. <i>The student shall be aware of the importance of learning to swim and taking swimming lessons from qualified instructors.</i>	<ul style="list-style-type: none"> <li>See Activities for Objective A</li> <li>Collect newspaper articles and statistics related to drownings of nonswimmers.</li> </ul>	<p>A number of promotional materials, books, posters and manuals are available from the Canadian Red Cross Society.</p>
F. <i>The student shall develop an awareness of environmental hazards.</i>	<ul style="list-style-type: none"> <li>compile lists of as many water hazards as possible — natural — man-made.</li> <li>Make a study of your neighbourhood and map locations of water hazards</li> <li>Create signs to be posted near natural water hazards.</li> </ul> <p>Points to include in a discussion:</p> <p><b>Avoid</b></p> <ul style="list-style-type: none"> <li>ice formed over flowing water</li> <li>ice near open water</li> <li>ice that has not been tested</li> </ul> <p><b>Self-Rescue</b></p> <ul style="list-style-type: none"> <li>don't panic</li> <li>extend arms along ice surface</li> <li>flutter kick and wriggle forward</li> <li>roll sideways to safety</li> <li>stay down</li> </ul>	<p>Y.M.C.A. Y.W.C.A.</p> <p><i>Films:</i> Canadian Red Cross Society The War Amputations of Canada</p> <p><i>Pamphlets:</i> Canadian Red Cross Society</p>

## F. (Cont'd.)

**Rescue Others**

- recognize signs of trouble
- think clearly, act quickly
- get down to spread weight
- extend your reach with a belt, scarf, jacket, pole, line, human chain

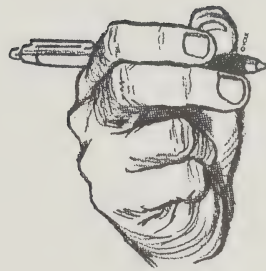
G. *The student shall become familiar with water safety rules.*

- Study incidents of accidents associated with water and classify them according to causes.
- Make posters, charts, etc. to illustrate 'Water Safety Tips'.
- Invite supervisor of the local pool to discuss the rules of the pool.
- Discuss the Red Cross water safety tips —
  1. Always swim with a partner. If he/she is in trouble, call for help. (Supervised swimming).
  2. Swim parallel to shore unless accompanied by a boat.
  3. Never dive into unknown waters.
  4. Be sure you swim in a safe place free from drop-offs, currents and impurities.
  5. Pushing or fooling is dangerous.
  6. Never swim after dark — people can't see you.
  7. Avoid swimming under diving boards.
  8. Look before you leap and swim with eyes open.
  9. Know how to rest in the water, learn floating, treading, and elementary backstroke.
  10. Avoid painful cramps — by waiting 2 hours after a meal before swimming, as a heavy meal may result in nausea or cramps. Don't swim when overheated or tired.
  11. Swim in supervised areas.

Many posters and pamphlets are available from The Canadian Red Cross Society.

O.P.P.







# OPERATION SAFETY PROGRAM

## ADDRESSES FOR RESOURCE MATERIALS

You will find references to agencies and organizations in the resource column pertaining to each unit. All such agencies and organizations are listed here in alphabetical order.  
 Note: It should be expected that many of the resources will be available at cost.

American Motors of Canada Ltd. 350 Kennedy Road, South BRAMPTON, Ontario	Canadian Forces Base Borden BORDEN, Ontario L0N 1C0	Coast Guard Rescue Officer c/o Air Transport Command C.F.B. TRENTON, Ontario
Books for Canadian Education 56 The Esplanade East Suite 402 TORONTO, Ontario M5E 1A8 (416) 368-4805	Canadian Forces Base Pettawawa, PETTAWAWA, Ontario K8H 2X3	Construction Safety Association of Ontario 74 Victoria Street TORONTO, Ontario M5C 2A5 (416) 366-1501
Canadian Department of Consumer and Corporate Affairs 1 Victoria Street Place Portage OTTAWA - HULL, Ontario K1A 0C9	Canadian Forces Base Trenton ASTRA, Ontario K0K 1B0	Consumer & Corporate Affairs 1 Victoria Street Place Portage OTTAWA-HULL, Ontario K1A 0C9 (613) 997-2938
Canadian Film Institute 1762 Carling OTTAWA, Ontario K2A 2H7 (613) 729-6193	Canadian Gas Association, Limited 150 Consumers Road WILLOWDALE, Ontario M2J 1R1 (416) 491-1880	Department of Energy, Mines and Resources Explosives Division 555 Booth Street OTTAWA, Ontario K1A 0E4 (613) 994-9581
Canadian Forces Public Relations 101 Colonel-By Dr. OTTAWA, Ontario K1A 0K2	Canadian Industries Limited Film Library P.O. Box 10 MONTREAL, Quebec	Du Pont of Canada Limited Box 660 MONTREAL 101, Quebec (514) 861-3861
Canadian Forces Base North Bay, HORNELL HEIGHTS, Ontario P0H 1P0	The Canadian Red Cross Society 460 Jarvis Street TORONTO, Ontario M4Y 2H5 (416) 923-6692	Educational Film Distributors Limited 285 Lesmill Road DON MILLS, Ontario M3B 2V1 (416) 477-9181



## ADDRESSES FOR RESOURCE MATERIALS (Cont'd.)

- Electrical Utilities Safety Association of Ontario, Inc.  
81 Kelfield Street  
REXDALE, Ontario  
M9W 5A3  
(416) 249-7838
- Farm Safety Association  
2 Quebec Street  
GUELPH, Ontario  
(519) 823-5600
- Ford Motor Company of Canada, Limited  
Driver Training Division  
The Canadian Road  
OAKVILLE, Ontario  
(416) 845-2511
- General Motors of Canada, Limited  
1200 Eglinton Avenue East  
TORONTO, Ontario  
(416) 446-5000
- Industrial Accident Prevention Association  
of Ontario  
2 Bloor Street, East, 9th Floor  
TORONTO, Ontario  
M4W 3C2  
(416) 965-8888
- Insurance Bureau of Canada  
181 University Ave., 13th Floor  
TORONTO, Ontario M5H 3M7  
(416) 362-2031
- International Harvester Farm Equipment  
1712 Dundas Street  
LONDON, Ontario  
(519) 451-4040
- International Snowmobile Industries Association  
5205 Leesburg Pike  
FALLS CHURCH, Virginia 22041 U.S.A.
- International Tele-Film Enterprises  
47 Densely Ave.  
TORONTO, Ontario M6M 5A8  
(416) 241-4483
- Labour Safety Council of Ontario  
400 University Ave., 12th Floor  
TORONTO, Ontario M7A 1W1  
(416) 965-6111
- Metropolitan Life Insurance Co.  
11 Adelaide St. W.  
TORONTO, Ontario M5H 1L9  
(416) 863-1621
- Ministry of Agriculture & Food, Ontario  
Legislative Buildings  
Queen's Park  
TORONTO, Ontario M7A 1A5  
(416) 965-1056
- Ministry of Community & Social Services of Ontario  
Communications Branch  
7th Floor  
Hepburn Block  
Queen's Park  
TORONTO, Ontario M7A 1E9  
(416) 965-7252
- Ministry of Consumer & Commercial Relations,  
of Ontario  
555 Yonge Street  
TORONTO, Ontario  
M4Y 1Y7
- Ministry of Education  
Communication Services Branch  
Mowat Block  
Queen's Park  
TORONTO, Ontario  
M7A 1L4  
(416) 965-6407
- International Tele-Film Enterprises  
47 Densely Ave.  
TORONTO, Ontario M6M 5A8  
(416) 241-4483
- Labour Safety Council of Ontario  
400 University Ave., 12th Floor  
TORONTO, Ontario M7A 1W1  
(416) 965-6111
- Metropolitan Life Insurance Co.  
11 Adelaide St. W.  
TORONTO, Ontario M5H 1L9  
(416) 863-1621
- Ministry of Agriculture & Food, Ontario  
Legislative Buildings  
Queen's Park  
TORONTO, Ontario M7A 1A5  
(416) 965-1056
- Ministry of Community & Social Services of Ontario  
Communications Branch  
7th Floor  
Hepburn Block  
Queen's Park  
TORONTO, Ontario M7A 1E9  
(416) 965-7252
- Ministry of Consumer & Commercial Relations,  
of Ontario  
555 Yonge Street  
TORONTO, Ontario  
M4Y 1Y7
- Ministry of Education  
Communication Services Branch  
Mowat Block  
Queen's Park  
TORONTO, Ontario  
M7A 1L4  
(416) 965-6407
- Ministry of Education, Ontario: Regional Offices  
Northwestern Ontario Region  
P.O. Box 5000  
435 James St. South  
THUNDER BAY F, Ontario  
P7C 5G6  
(807) 475-1571
- Midnorthern Ontario Region  
1349 Lasalle Blvd.  
SUDBURY, Ontario  
P3A 1Z5  
(705) 566-3480
- Northeastern Ontario Region  
P.O. Box 3020  
447 McKeown Avenue  
NORTH BAY, Ontario  
P1B 8K7  
(705) 474-7210
- Western Ontario Region  
759 Hyde Park Road  
LONDON, Ontario  
N6H 3S6  
(519) 472-1440
- Central Ontario Region  
Suite 3201  
2025 Sheppard Avenue East  
WILLOWDALE, Ontario  
M2J 1W4  
(416) 491-0330
- Eastern Ontario Region  
4th Floor  
1580 Merivale Road  
OTTAWA, Ontario  
K2G 4B5  
(613) 225-9210

# ADDRESSES FOR RESOURCE MATERIALS (Cont'd.)

Ministry of Health, Ontario Health Resources Centre Communications Branch Queen's Park TORONTO, Ontario M7A 1S2 (416) 965-3101	Modern Talking Picture Service 1875 Leslie St. DON MILLS, Ontario M3B 2M6 (416) 444-7347	National Safety Council 425 North Michigan Avenue CHICAGO, Illinois 60611
Ministry of Health Film Library c/o Modern Talking Picture Service 1875 Leslie Street DON MILLS, Ontario M3B 2M6 (416) 444-7347	Moreland-Latchford Productions Ltd. 299 Queen St. W. TORONTO, Ontario M5V 2S6 (416) 362-2011	Northern & Central Gas Corp. Ltd. Ontario Division 150 Consumers Rd. Willowdale, Ontario M2J 1R1 (416) 491-1880
Ministry of Labour, Ontario Industrial Safety Branch 400 University Avenue 9th Floor TORONTO, Ontario M7A 1W2 (416) 965-4125	National Education Association 1201 16th St. N.W. WASHINGTON, D.C. 20036 (202) 833-4000	Ontario Government Bookstore 880 Bay Street TORONTO, Ontario M5S 1Z8 (416) 965-2054
Ministry of Natural Resources, Ontario Whitney Block Queen's Park TORONTO, Ontario M7A 1N3 (416) 965-2735	National Film Board of Canada Toronto Regional Office Mackenzie Bldg. 1 Lombard St. TORONTO, Ontario M5C 1L9 (416) 369-4093	Ontario Hydro 620 University Avenue TORONTO, Ontario M5G 1X6 (416) 368-6767
Ministry of the Solicitor General, Ontario Office of The Fire Marshal 590 Keele Street TORONTO, Ontario M6N 3E3 (416) 965-4871	National Film Board 150 Kent St. OTTAWA, Ontario K1A 0M9	Ontario Motor League: Province of Ontario OML Clubs OML — Toronto Club 153 Dunlop Street East BARRIE, Ontario L4M 1B2 (705) 726-1803
Ministry of Transportation and Communications Public and Safety Information Branch 1st Floor, West Tower 1201 Wilson Ave. Downsview, Ontario M3M 1J8 (416) 248-3501	National Health & Welfare Health Protection Branch Tunney's Pasture OTTAWA, Ontario K1A 0L2 (613) 996-7172	OML — Eastern Ontario Club 183 Pinnacle Street BELLEVILLE, Ontario (613) 968-4733
	National Life Guard Service 8 York Street TORONTO, Ontario	OML — Toronto Club 239 Queen Street East BRAMPTON, Ontario L6W 2B6 (416) 457-2060
		OML — Hamilton Auto Club 431C St. Paul Avenue BRANTFORD, Ontario N3R 4N8 (519) 758-6321

# Ontario Motor League: Province of Ontario OML Clubs (Cont'd.)

OML — Essex Co. Auto Club  
810 Richmond Street  
CHATHAM, Ontario  
N7M 5K8  
(519) 351-2222

OML — Essex Co. Auto Club  
7 Rattenbury East  
CLINTON, Ontario  
(519) 482-9300

OML — Tri-County Club  
94 Gordon Street  
GUELPH, Ontario  
(519) 821-9940

Hamilton Auto Club  
393 Main Street East  
HAMILTON, Ontario  
L8N 1J7  
(416) 525-1210

OML — Toronto Club  
5233 Dundas Street West  
ISLINGTON, Ontario  
M9B 1A6  
(416) 231-4181

OML — Eastern Ontario Club  
2300 Princess Street  
KINGSTON, Ontario  
K7M 3G4  
(613) 546-2679

OML — Tri-County Club  
836 Courtland Avenue East  
KITCHENER, Ontario  
N2C 1K3  
(519) 576-1020

OML — London Motor Club  
479 Highbury Avenue  
LONDON, Ontario  
N5W 1K3  
(519) 453-3140

OML — Nickel Belt Club  
190 McIntyre Street West  
NORTH BAY, Ontario  
(705) 474-8230

Hamilton Auto Club  
125 Navy Street  
OAKVILLE, Ontario  
L6J 2Z5  
(416) 845-9680

OML — Toronto Club  
340 King Street West  
OSHAWA, Ontario  
L8J 2L9  
(416) 723-5203

OML — Ottawa Club  
Lincoln Fields Center  
OTTAWA, Ontario  
K2B 7Z3  
(613) 820-1890

OML — Essex Co. Auto. Club  
187 10th Street West  
OWEN SOUND, Ontario  
N4K 3R1  
(519) 376-1940

OML — Peterborough Club  
238 Lansdowne Street East  
PETERBOROUGH, Ontario  
K9J 6Z8  
(705) 745-5747

OML — Niagara Peninsula Club  
76 Lake Street  
ST. CATHARINES, Ontario  
L2R 6S3  
(416) 688-0321

OML — Elgin Norfolk Club  
1091 Talbot Street  
ST. THOMAS, Ontario  
N5P 1G4  
(519) 631-6490

OML — Essex Co. Auto. Club  
889 London Road  
SARNIA, Ontario  
N7T 4X7  
(519) 336-6101

OML — Toronto Club  
224 Queen Street East  
SAULT STE. MARIE, Ontario  
P6A 1Y8  
(705) 253-2362

OML — Elgin Norfolk Club  
46 Peel Street  
SIMCOE, Ontario  
N3Y 1S2  
(519) 426-7230

OML — London Motor Club  
87 Colborne Street  
STRATHROY, Ontario  
N7G 2M1  
(519) 245-0530

OML — Nickel Belt Club  
Regent Place  
1769 Regent Street South  
SUDBURY, Ontario P3E 3Z7  
(705) 522-0000

# ADDRESSES FOR RESOURCE MATERIALS (Cont'd.)

## Ontario Motor League: Province of Ontario OML Clubs (Cont'd.)

OML — Northwestern Ontario Club  
585 Memorial Avenue  
THUNDER BAY, Ontario  
P7B 3Z1  
(807) 345-1261

Ontario Motor League  
160 Bloor Street East  
TORONTO, Ontario  
M4W 1C6  
(416) 924-8793

OML — Toronto Club  
2 Carlton Street  
TORONTO, Ontario  
M5B 1K4  
(416) 964-3111

OML — Essex Co. Auto. Club  
1215 Ouellette Avenue  
WINDSOR, Ontario  
N8X 1J3  
(519) 255-1212

OML — London Motor Club  
656 Dundas Street, Unit 8  
Cedarwood Plaza  
WOODSTOCK, Ontario  
N4S 1E3  
(519) 539-1685

Ontario Provincial Police  
No. 6 District, Box 250  
630 Main St. N.  
MOUNT FOREST, Ontario  
(519) 323-3130

Ontario Safety League  
409 King St. W.  
TORONTO, Ontario M5V 1K1  
(416) 362-1516

*N.B. The Ontario Safety League also distributes the  
materials of the Canada Safety Council.*

Rabatco  
Box 327,  
ATHENA, Oregon 97813 U.S.A.

Royal Life Saving Society of Canada  
8 York Street  
TORONTO, Ontario M5J 1R2  
(416) 268-1800

St. John Ambulance  
46 Wellesley St. E.  
TORONTO, Ontario M4Y 1G5  
(416) 923-8411

Shell Film Library  
Box 400  
Terminal "A"  
TORONTO, Ontario

Sovereign Film Distributors Ltd.  
c/o Bellevue Film Distributors Ltd.  
277 Victoria Street  
TORONTO, Ontario  
M5B 1W6  
(416) 364-3471

Statistics Canada  
Arthur Meighen Building  
10th Floor  
25 St. Clair Ave. E.  
TORONTO, Ontario M4T 1M4

Transport Canada  
Road and Motor Vehicle Traffic Safety Branch  
Tower "C", Place de Ville,  
OTTAWA, Ontario  
K1A 0N5

Transportation and Safety Association of Ontario  
74 Victoria Street  
TORONTO, Ontario  
M5C 2A6  
(416) 366-2983

War Amputations of Canada  
c/o National Secretary  
2277 Riverside Dr., Suite 210  
OTTAWA, Ontario K1H 7X6

Y.M.C.A. — Central Branch  
40 College Street  
TORONTO, Ontario  
M5G 1K8  
(416) 921-5171







